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STATE OF MAINE

EDUCATIONAL DEPARTMENT

Guide to the Study of the Town, City, County, State and Nation

PREPARED BY

ORREN CHALMER HORMELL

Professor of History and Government

Bowdoin College



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" commissioner of education*

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FOREWORD.

The fundamental purpose of American education will not have been achieved unless it helps to give to community, state and nation citizens who are appreciative equally of the privileges and of the obligations of democracy.

There is no way of insuring the perpetuity of the institutions that have been established with so much of sacrifice and at so great a cost save by the continued teaching, generation after generation, of the circumstances that have led to their foundation and erection.

No small part of the public school teacher's task is that of presenting the facts of history and the principles of government in such a manner that the youth of our land will be imbued with an abiding faith in the basic principles of democracy. But, after all, only the minor part of the task of the teacher as a molder of citizenship will have been discharged until he shall approach that of arousing in the future citizen a lively interest in the present affairs of his country, and of implanting within him a solemn purpose to do his part, according to his ability, in the solution of its problems.

A one sided patriotism that loudly celebrates the achievements of other days and is silent in the face of a present duty foretells nothing of constructive good for the nation's future. Eulogies addressed to the flag, unaccompanied by sincere and patriotic devotion to clean and honest government debase rather than exalt the nation. Those who await a military necessity for an opportunity to demonstrate their readiness to serve the common good are sadly oblivious to the needs of their time.

Perhaps too large a proportion of the instruction given in the schools in matters of citizenship has dealt with general principles whose application has been so broad that the individual has been in danger of escaping the point of his personal privileges and responsibilities. It is entirely true that few citizens have many occasions to give expression by voice, vote, or act in matters of national scope. The majority of our acts have

to do with our own communities and neighborhoods. Without escaping the import of a larger national citizenship yet it is strikingly true that good citizenship must begin at home, and while not ending there, must have its most intense influence in local concerns. This guide has been prepared through a special legislative resolve, in order that aid may be afforded teachers in this most important duty of acquainting the youth of Maine with the facts that relate to the development of their towns and state, and with the requirements that their approaching citizenship will lay upon them. In a work that involves so much of local research and study the material here offered does of necessity leave very much for the teacher to discover and to arrange for class presentation. Upon the faithfulness with which teachers approach a study of their own localities will depend very much the ultimate success of civics and history teaching. And upon that in turn will depend, in a very great degree, the success of the efforts of our own State to discharge worthily its part of the nation's task in education, that of presenting a generation of men and women who will approach the problems of their own day with a high and enlightened purpose.

PAYSON SMITH,

State Superintendent of Public Schools.

GUIDE TO THE STUDY OF THE TOWN, CITY, COUNTY, STATE AND NATION.

TOWN.

- I. Map. [Historical Geography.]
- II. History.
- III. Population.
- IV. Industries.
- V. Government, Organization of.
- VI. Government, Services rendered by.
- VII. How the Services are paid for.

I. Map [Historical Geography.]

Draw or procure a large outline map of your town, indicating the boundaries, rivers, and town center (or village).

Keep for future additions.

II. History.

1. What was the origin of the name of your town?
2. When and by whom was the first settlement made?
Locate it on your town map.
3. Find out what you can about the personal history of the first settlers; place from which they came; motives for coming.
4. What difficulties had the first settlers to overcome?
5. What were the early health conditions?
6. What determined the location of the town center or village? Is the present location the original one? If it is not why was the location changed?
7. What were the chief industries during the early history of your town? Compare with present industries.
8. What industries, which have since declined, succeeded in the early history of your town? What caused the decline?

9. Describe the homes of the early settlers; houses, furniture, cooking utensils, etc.
10. Describe the early customs in dress, amusement, entertainments, etc.
11. When and where was the first church or meeting house built? By whom? By what denomination? Describe the religious services and compare with those of today.
12. Did the form of church organization influence the form of town government?
13. Why did the town form of local government prevail in Maine?
14. When and from whom was the town charter of incorporation received? Ask the town clerk to show you a copy of it.
15. When and where was the first town meeting held? Can you find a record of it? Describe its proceedings and compare with a modern town meeting.
16. What relations did the inhabitants of your town have with the French and the Indians during the Colonial period?
17. Make a list of the inhabitants of your town who have won a state or national reputation and find out what you can about their lives.
18. What are the points of historic interest in your town? Are they suitably marked? What is being done toward marking them?
19. What is being done to preserve historical materials in your town by:
 - a. Library associations?
 - b. Historical society?
 - c. Individuals?

How can you help? Interview old inhabitants, (sea-captains and others) for personal reminiscences and local traditions.

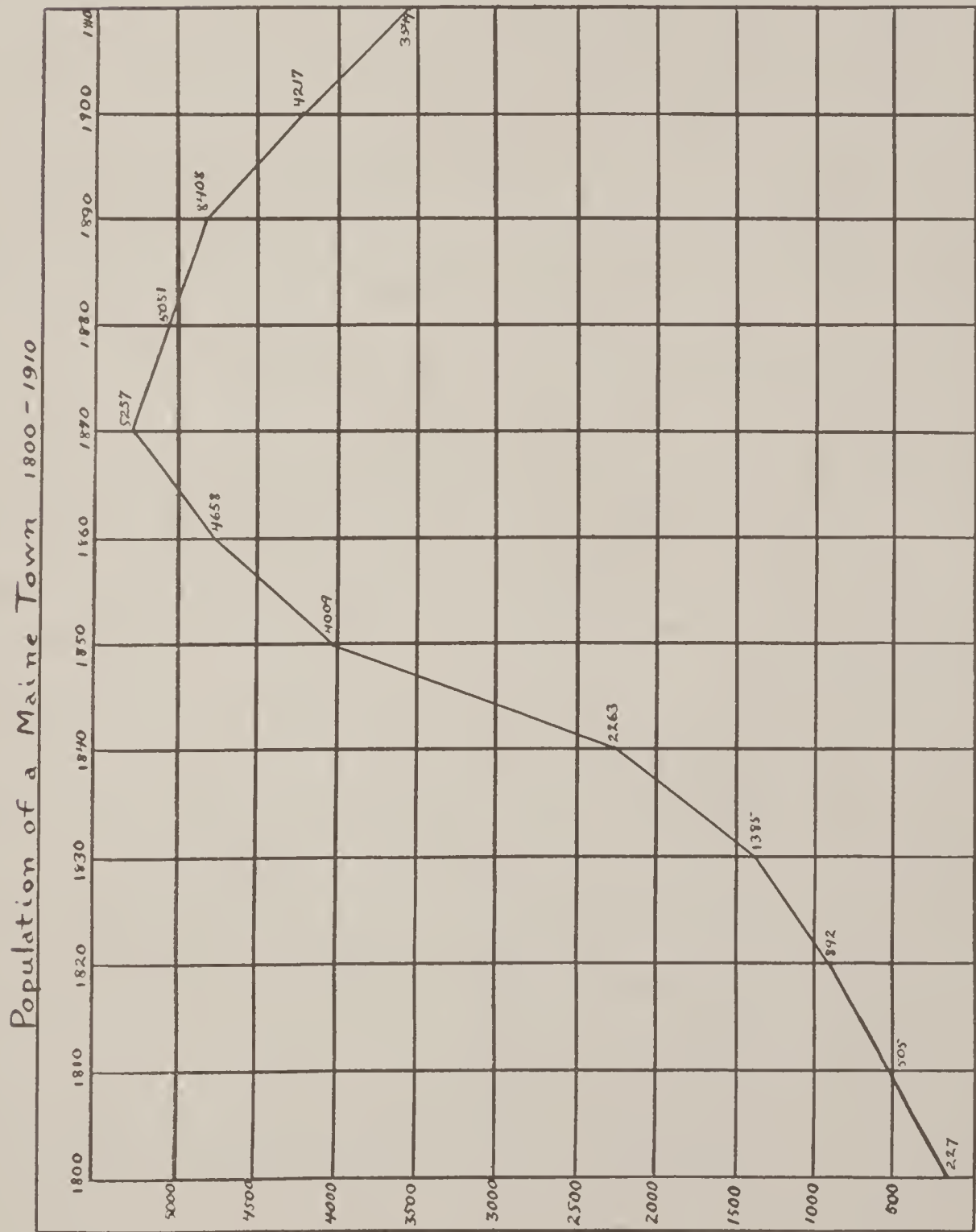
Sources of information.

1. Local histories, [Inquire at the town library.]
[See below p. 55.]
2. Local matters in state histories [See below p. 55.]

- 3. Interview old inhabitants, (sea-captains and others) for personal reminiscences and local traditions.
- 4. Earle, Alice Morse—Series of books on Colonial Life.

III. Population.

- 1. What was the population of the town according to last census?
- 2. Indicate by chart similar to the following the fluctuation in the population of your town according to the decennial census :



- (a) In the above town population was 227 in 1800 and 5257 in 1870 and 3549 in 1910. It was a seafaring and lumbering town. There was a rapid increase in population during the years when the American merchant marine prospered and a decrease with the decline of American shipping and lumbering.
- (b) Does the chart of your town show a decrease or increase in population? When? What were the causes? What relation had the fluctuation in population to the changes in industries?
- 3. What are the advantages of an increased population?
- 4. What movements, if any, are being made to induce people to settle in your town?
- 5. What proportion of the population is male? Female? Over fifteen years of age? Over sixty years of age?

Source of information.

- (a) Maine Register.
- (b) United States census reports.
- (c) Interview older inhabitants regarding early conditions.
- (d) Personal observation and inquiry of leading citizens.

IV. Industries.

- 1. By what industries are the people of your town supported?
- 2. Which are dependent upon natural resources (water power, mineral deposits, etc.)?
- 3. How do you account for the establishment of industries not dependent upon natural resources?
- 4. Visit the important industrial establishments in your town. Note the number of employees (number of men, women, children); the principle of division of labor with its advantages and disadvantages; devices for protecting employees

from injury and disease. Find out if possible the total pay roll in some one establishment and the aggregate in all establishments in some one industry in the town.

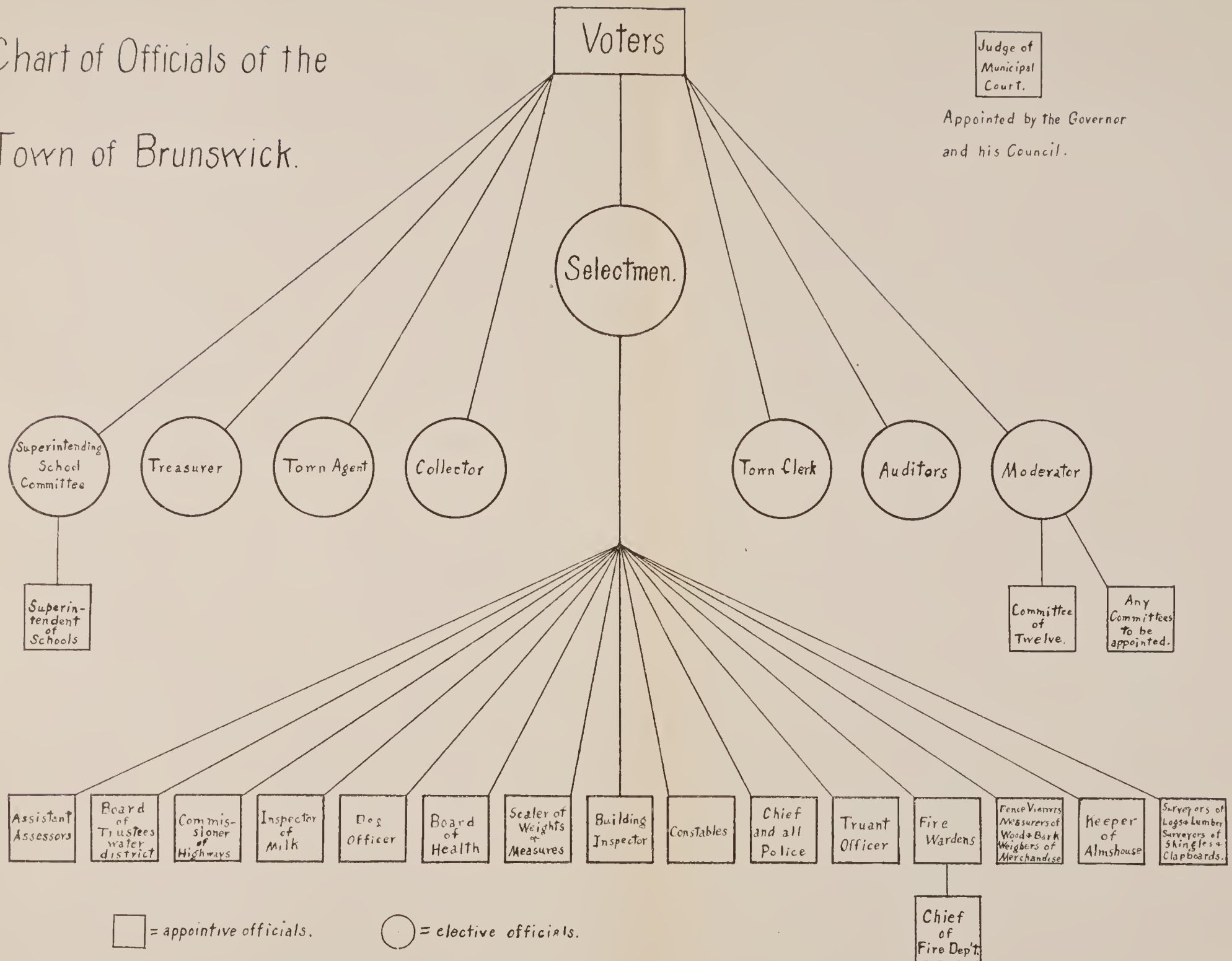
5. Are the manufacturing establishments owned by citizens of the town?
6. How does the system of manufacturing in your town differ now from that of the colonial and early nineteenth century periods?
7. How many people are engaged in manufacturing?
8. What was the total assessed valuation of manufacturing industries in your town last year?
9. How many people in your town are engaged in the profession of law? Medicine?
10. How many banks are there in your town? What is the capital stock of each? How many people are engaged in the banking business?
11. How many people have deposits in savings banks in your town? What is the total amount of such deposits?
12. How many people are engaged in the fishing industry in your town?
13. How many people engaged in wholesale and retail mercantile business? How much money is there invested in such business?
14. What proportion of the inhabitants of your town are engaged in agriculture? Is it a decrease or increase over that of 1820? 1850? 1880? If so, why?
15. What are the chief agricultural products of your town? Total valuation last year?
16. What products were raised formerly which are not now raised? Why the change?
17. Are there any abandoned farms in your town? If so, to what uses are they being put?
18. What per cent of the agricultural population is engaged in dairying? In fruit raising?
19. Find out if possible the total value of farm produce in your town last year.

20. What products of the farm are sold directly to the consumer? What to the "middlemen"? Does the parcel post aid the farmers of your town to sell directly to the consumer? What are the advantages of selling directly to the consumer?
21. What was the assessed valuation of agricultural property last year? Compare with that of manufacturing industries.
22. How is the state aiding the farmers to increase the productivity of their farms? What experiments are being made to advance agricultural interests? What are "farm demonstrations"? Where carried on? By whom?
23. Is there a Grange in your town? If so, what is it doing for the agricultural interests of the town?
24. What other organizations, if any, are there among the farmers for the purpose of advancing agricultural interests?
25. What are the railroads doing through their Industrial Departments to advance agricultural interests in Maine?

Sources of information.

1. Local histories.
2. Town reports.
3. State reports.
 - (a) Commissioner of Agriculture, Annual Report.
 - (b) Agricultural Experiment Station, Annual Report.
 - (c) Department of Labor and Industry, Report of.
 - (d) Bank Commissioner, Annual Report.
 - (e) Commissioners of Fish and Game, Annual Report.
 - (f) Board of State Assessors, Report of, (Contains valuable statistics.)
4. Interview citizens of town.
5. Personal observation.

Chart of Officials of the Town of Brunswick.



Judge of
Municipal
Court.

Appointed by the Governor
and his Council.

V. Town government.

A. Corporate character of the town.

1. When was your town granted a charter of incorporation? By what body was the charter granted?
2. What rights and duties of the town are stated in the charter of incorporation?
3. What are the town by-laws? Get a copy. What is the result of a conflict between town by-laws and state law?
4. Can the state take away the charter of your town? If so, how? If so, why has it the authority?
5. In case your town desires a city form of government by what proceedings can it secure the change? How could a city form of government be changed to a town form?

Sources of information.

1. Acts and resolves of the legislature of the State of Maine. (See under Private and Special Laws of the year in which your town was incorporated the legislative "Act to Incorporate" your town.)
 2. Maine Townsman (Revised edition) Loring, Short & Harmon, Portland, 1910.
 3. By-laws of your town.
- B. Town Government, Organization of.
1. Make a diagram of the government of town similar to that of the town of Brunswick.

2. Make a diagram similar to the following. Fill it out and keep for ready reference.

TOWN OFFICIALS.

ELECTIVE.							
Office.	Official.	Term— length of.	No. of terms of present official.	Total years of service.	Partisan or non-partisan.	Salary.	Qualifications.
1							
2							
3							
APPOINTIVE.							

3. Town meeting.
- a. How is the annual town meeting called?
How may special town meetings be called?
 - b. What is the warrant? Who prepares it?
Get a copy of the last warrant. Note the different kinds of provisions. May the town legally act on any matter not contained in the warrant?
 - c. Describe the procedure in a town meeting.
 - d. Who may vote in a town meeting? What determines the right to vote in a town?
 - e. Approximately what per cent of the legal voters of the town attended the last regular town meeting? The last special town meeting?
 - f. Government through the town meeting is best adapted to what sized town? May a town be too large to be well governed through the town meeting?

- g. What are the advantages and disadvantages of the town form of government?
4. How the town offices are filled (See Diagrams pp. 9-10).
 - a. Town election.
 1. When is your town election?
 2. Where is it held?
 3. Make a diagram of the voting place, noting the location of booths, ballot boxes, entrance, exits.
 4. What officers have it in charge?
 5. In casting his vote what does the voter say? To whom?
 6. What is said to the voter? By whom? Are printed ballots used? Get a sample ballot.
 7. How is a "split" ticket voted?
 8. Who makes the ballots?
 9. How do the names get upon the ballots?
 - b. Work of political parties in town elections.
 1. Are there permanent political party organizations in your town? What officers and committees have they?
 2. What are party caucuses? How are they conducted in your town?
 3. Is the election in your town partisan or non-partisan? What were the "issues" at last election? Were they local? Are there any reasons why national parties should control town elections? What are the arguments against such control? What are the arguments for it?
 - c. In filling the appointive positions are the same officials appointed so long as they are honest and capable or are there frequent changes? If frequent changes upon what grounds? What are the effects of frequent changes? [See diagram p. 10.]

Sources of information.

1. Town charter of incorporation.
2. Maine Townsman.

3. Local newspapers (see files).
4. Town by-laws.
5. Revised Statutes of the State of Maine.
6. Warrants for town meetings.
7. Annual town report.
8. Ballots.
9. Personal investigation and observation. (This is the most important source.)

VI. Services rendered by the town.

The services rendered by the town may be conveniently arranged under the following headings:

1. Health. 2. Town planning. 3. Charities. 4. Schools. 5. Keeping of peace and order. 6. Fire prevention and protection. 7. Public works.

1. Health.

- a. What is the death rate per 1000 inhabitants in Maine? Is it higher or lower than in the neighboring states? Compare the death rate in your town with the average in the state. With that in neighboring towns.
- b. What effect have geographical conditions upon the health in your town? Compare those conditions now with those existing during the early history of the town.
- c. What are the provisions of the town by-laws relating to the preservation of health?
- d. What town officers are especially entrusted with overseeing the preservation of health? In what way are they assisted by other town officers?
- e. Water supply.
 1. What are the more important reasons why good health is largely dependent upon pure and copious water supply?
 2. What are the dangers arising from impure water? What communicable diseases are often traced to impure drinking water? In which is the

danger of pollution greater, public water supply or private wells? Why?

3. What are the sources of the water supply in your town?
 4. What is done by the town to prevent pollution of the water supply? What inspections are made and by what officials?
 5. Why is it necessary for the state to aid the towns in securing and preserving a pure water supply? Point out some of the things done by the state to secure and preserve pure water supply.
- f. Pure air.
1. What if anything is being done to eliminate:
 - (a) Smoke nuisance from factories and railroads?
 - (b) Poor ventilation in factories, stores, schools, etc.?
 2. How is your school room ventilated? Can the method be improved?
- g. Milk supply.
1. What are the dangers from impure milk?
 2. What are the town by-laws and state laws relating to milk? Are they enforced in your town?
 3. Are the dairies in your town inspected? By whom? Where can you find the report of the inspector?
- h. Pure food.
1. Are the grocery stores and meat markets and restaurants in your town kept in a cleanly condition? (Food protected from flies,—refrigerators kept clean, etc.)
 2. Do the town by-laws make any provision concerning care of food in stores, markets, etc.?

3. What officers, if any, inspect conditions in stores, etc.? How often? With what results?
4. What service does the state render in relation to pure food? The national government?
- i. Garbage and other refuse.
 1. What is the relation of accumulated garbage to the fly pest? In what way does the house fly endanger health? What other evils arise from accumulated garbage?
 2. How is garbage usually disposed of on the farms? Can you offer any suggestion for a more sanitary disposal of the garbage on the farm?
 3. How is garbage disposed of in your center or village? Are the provisions adequate?
 4. Is there a sewer system in your town? If so, are all houses required to be connected with it? What are some of the dangers arising from the cess pool? Into what does the sewer empty? What objections are there to emptying the sewer into the streams?
 5. What officers have charge of laying of the sewers, repairing, etc.?
 6. What provisions, if any, are made for cutting of weeds on the borders of the highways and streets and in alleys? What officials have charge of it?
 7. What provisions are made for the removal of waste paper, tin cans, dead animals and other refuse from highways, streets, alleys and other public places?

8. What relation have tin cans in back yards to the mosquito pest? How does the mosquito endanger health?
- j. Provisions for medical inspection.
 1. How are contagious diseases cared for in your town? By whom?
 2. Is there any medical inspection in your schools (for defective nasal breathing, throat trouble, defective teeth, defective vision and for contagious and communicable diseases)? If so, what benefits have resulted from such inspection?
 3. Does your town furnish a community nurse to care for sick among the poor? Is there a need for such a nurse?
- k. Responsibility of the individual for good health, or how the individual may supplement service of town.
 1. How may the home best be ventilated—especially the sleeping rooms?
 2. Keeping the back yard free from refuse.
 3. Removing breeding places for flies and mosquitoes.
 4. To what extent may a neighborhood be freed from flies through the coöperation of all?
 5. Cutting weeds on vacant lots.
 6. Personal hygiene,—care of teeth, bathing, etc.

The following health creed of Indian schools suggests ways in which the child may aid in the preservation of health.

SIGN AND PASTE IN YOUR READER

Recommended by the Indiana State Board of Health

THE STUDENT'S HEALTH CREED

I believe my body and good health are sacred. If I am sick it will very probably be because I have violated some one or more of nature's laws of health.

I will study nature's laws of health and will obey them for my own sake.

I will not suck my fingers, or pick my nose or wipe my nose on my hand or sleeve, for these practices are unsanitary and very impolite.

I will not wet my fingers in my mouth when turning the leaves of books.

I will not put pencils in my mouth nor wet them with my lips.

I will not put pins or money in my mouth.

I will not buy nor use chewing gum nor buy and eat cheap candies.

I will only use my mouth for eating good plain food, drinking pure water and milk, and for saying good and kind words.

I will always chew my food thoroughly, and never drink whiskey or wine.

I will strive against the habit of "clearing my throat" because it is nearly always unnecessary, and may be disagreeable to others.

I will not cough or sneeze without turning my face and holding a piece of paper or handkerchief before my mouth. Polite people never cough in public if they can prevent it.

I will keep my face, hands and finger nails as clean as possible.

I will not spit on floors, stairways or sidewalks, and will try not to spit at all; ladies and gentlemen do not spit.

I will wash my mouth every morning on getting up and at night on going to bed, and will use a tooth brush if I can get one.

I will be clean in body, clean in mind and avoid all habits that may give offense to others.

I will get all the fresh air I can and will open wide my bedroom windows when I go to bed.

.....
Name of Student

2. Town planning, (Civic Beauty.)

- a. What natural scenery adds to the civic beauty of your town? What is being done to preserve it?
- b. What, if anything, is done by the town concerning planting and preserving trees along the streets and highways? By what officials?
- c. Does the town government in any way oversee planning, locating, or laying out of new roads, streets, walks, with the purpose of beautifying the town?
- d. What is the policy of your town relative to bill boards and other unsightly advertising?

- e. Is there a "Village Improvement Society" in your town, or any other unofficial organization having for its purpose the aesthetic interests of the community. If so, how is organized and what does it accomplish?
- f. How much did your town spend last year for the purpose of beautifying the town?
- g. What can you do to advance the civic beauty of your community?
- h. Make a survey of the homes in your community noting care of lawns, flower gardens, weeds, conditions of alleys, back yards, barn yards and wood lots. In such matters how does your neighborhood compare with other parts of town? [Let the pupils write a description of the best kept lawn in the neighborhood; the dirtiest back yard.]

3. Charities.

- a. Indicate on map location of poor farm and other charitable institutions.
- b. How many persons ("poor in the house") were totally dependent upon the town for support last year? How many ("poor out of the house") were partially dependent? Is it a decrease or an increase over the previous year?
- c. Find out as fully as possible the causes of pauperism in your town. Is it possible to remove any of the causes?
- d. What officials have charge of the "poor department" in your town?
- e. What records are kept and what reports made?
- f. What did the care of the poor cost the town last year? Such cost was what per cent. of the total expenditures of the town?
- g. Is there a "work house" in your town? House of correction? Almshouse? Orphans home?

1. Who has charge of each?
2. How, by whom and upon what grounds may a person be committed to each? (Get a blank form of an "Order for commitment").
3. How do inmates spend their time in each (work performed, instruction received, etc.)? Procure copies of all blank forms used by the various officers and institutions.
4. Make a list of the private charity organizations or institutions in your community. What services are rendered by each? Do they work together and in coöperation with the poor authorities of the town or separately and without consideration of the work done by the town? What are the advantages of coöperation in charity service?
4. Schools.
 - a. Place on your map the location of the first school in your town. Was it public or private? Compare, if possible, with your school with regard to length of term, salary of teacher, subjects studied, etc.
 - b. To what extent has the town complete control of the schools, determining the course of study, qualifications, salary and appointment of teachers? To what extent does the state legislature control schools? What officers outside of the town participate in the control of schools?
 - c. To what extent do the voters directly control school affairs through the town meeting?
 - d. What town officials have charge of education in your town? What salaries do they receive? What qualifications has each for rendering efficient service?
 - e. Is it the policy of the town to keep the same official in office for a long period or to

make frequent changes? What is the effect of the policy?

- f. How much do the public schools of your town cost? How much goes to common schools? How much to high schools? How much does your school cost the town? What per cent of the whole cost of education is it?
 - g. If possible estimate the amount spent on your education last year. Who paid it? Why should the property of a bachelor be taxed for school purposes? Property of a non-resident? What per cent. of the total expenditures of the town went to the support of the schools last year.
 - h. How much state aid do your town schools receive? Your own school?
 - i. Are your schools graded? What advantages has the graded system over the ungraded system?
 - j. Are the rural schools in your town consolidated? What are the advantages and the disadvantages of consolidation?
 - k. What per cent. of those completing the grammar grades in your town last year entered high school? What reasons are given by those who did not enter high school?
 - l. What private schools are maintained in your town? What control, if any, has the town over them?
5. Keeping peace and order.
- a. The town is not only charged with the duty of enforcing its own by-laws but in certain cases it acts as the agent of the state in enforcing state laws. Make a list of the provisions in the town by-laws or ordinances relating to keeping the peace and order. Find a number of state laws in the enforcement of which the town authorities aid.

- b. Name the town officials charged with keeping peace and order.
 - c. Describe the organization of the police department.
 - d. How is a warrant served? By whom may an arrest be made? Before whom is the prisoner taken? Over what kind of offences has the local court jurisdiction? If the local court has jurisdiction what is done with the prisoner awaiting trial? If it does not have jurisdiction, what disposition is made of the prisoner?
 - e. What was the total number of arrests during last year? What was the number of convictions resulting from arrests? What was the cost to town?
 - f. In case the local authorities are unable to put down disorder upon whom would they call for assistance?
6. Fire prevention and protection.
- a. What were the chief causes for the fires in your town last year? May any of the causes be removed?
 - b. What was the property loss caused by fire in your town last year.
 - c. Building laws. From your town by-laws and state statutes make a list of provisions relating to buildings (fire escapes, etc.) Is there a building inspector in your town? If so, what service does he perform.
 - d. Is the water supply adequate for any emergency during a fire? Locate on your map the portion of your town protected by hydrants. Should people be prevented from watering lawns during a fire?
 - e. How is the rural portion of the town protected? What assistance does the state render the town in the prevention of fire?
 - f. Describe the organization of the fire department. (See diagram and outline pp. 9-10.)

7. Public works and public property.
 - a. Streets and highways.
 1. To whom do they belong?
 2. What are they used for? Examples:
 - a. Thoroughfares for traffic.
 - b. Sidewalks.
 - c. Sewers and gutters.
 - d. Right of way for water pipes and other public utilities.
 3. What is the total mileage of highways in your town? Number of miles improved? Number unimproved? Number of miles improved last year?
 4. What are the chief advantages to the community of good roads and good streets?
 5. Compare early methods of highway improvement with present methods. What materials furnish the best covering for the highways? What materials are used in your town?
 6. What town official or officials have charge of repair and improvement of highways and streets?
 7. How is the appropriation for highways and streets made?
 8. Who pays for the improvement of highways and streets? How much was expended by the town last year upon highways and streets? What proportion of total expenditures?
 9. What is the state doing to aid the towns in building highways? How much state aid did your town receive last year for highway building?
 - b. Sidewalks and gutters.
 1. To whom do they belong?
 2. Who provides for their laying and repairing? Who oversees the actual work?
 3. Who pays the cost,—(town or adjacent property owners)?

4. Is it illegal to ride on sidewalks on bicycles or motor vehicles? Who has the power to declare it illegal?
 5. Who keeps them free from ice and snow and refuse? Who pays for it?
 6. In case a merchant obstructs the sidewalk what legal steps could be taken to secure the removal of the obstruction?
- c. Public property.
1. Public buildings.
Town hall, library, fire and police station, etc. What officials have charge of the buildings, care and supervision of them? Find out the date of the building of each, cost, method of raising money for and amount of the debt (if any) still remaining. What did the care of the public buildings cost the town last year?
 2. Other public property.
What other public property, (such as parks) is owned by your town?
- d. Public utilities.
1. Place in separate columns the utilities owned by town and those owned by private individuals or corporations. Which public utility lends itself most readily to public ownership? Why?
 2. Water works.
 - a. Are they publicly or privately owned?
 - b. If owned by the town what did they cost?
 - c. Are they owned solely by the town or jointly with other towns forming a water district?
 - d. If the town does not own water works what legal steps must be taken by the town to transfer the ownership to the town?

- e. What are the advantages, if any, of public ownership over private ownership?
 - f. If publicly owned, what does the water used for public purposes cost the tax payers per annum.
 - g. What rates are charged the private consumer? Are meters used or is a flat rate charged? Which is the better system? Why?
 - h. If the water works are privately owned what control has the town over them? Ask the town clerk to show you a copy of the franchise and find from it what the provisions of the contract between the town and water corporation are? Find out, if possible, what the town received for the use of its streets for the conduits, etc.
 - i. Why has the water supply company essentially a monopoly of the service?
3. Electric lights and gas works.
- a. How are the streets and public buildings lighted? (By electricity, gas or otherwise?)
 - b. Are the works owned by the town or by a private company?
 - c. If owned by the town, what officials have charge of them? What did the plant cost the town? How did the town pay for it? How much, if any, is the present debt on the plant? Does the town furnish lights to the citizens?
 - d. If owned by a private corporation, what are the provisions of the franchise concerning the use of streets for carrying wires or pipes,

services rendered the city for use of streets, specifications for underground wires, etc?

- e. What rates are charged? Compare rates with those charged in other towns in Maine; in a town in some other state.
4. Telephone service.
 - a. What control, if any, has the town over the telephone service
 - b. What are the provisions of the franchise?
 - c. What are the rates paid by patrons? Compare rates with those charged in other towns in Maine; in some other state.
5. Transportation utilities.
 - a. What were the chief means of transportation when your town was incorporated? What changes have taken place since then? Such changes are the result of what inventions? What has been the effect upon the life of the town of the changes in the system of transportation?
 - b. What jurisdiction has the town over electric railroads running within or through its borders.
 - c. What privileges possessed by the transportation company are received from the state?
 - d. Ask the town clerk for a copy of the franchise given to the transportation company. Note: 1. Time during which franchise is to run (short term, long term, perpetual or indeterminate). 2. Guarantees for good service. 3. What, of anything, does the company pay

the city for its franchise (if not in money, in service, repair of streets, removal of snow, etc.) ?

Sources of information.

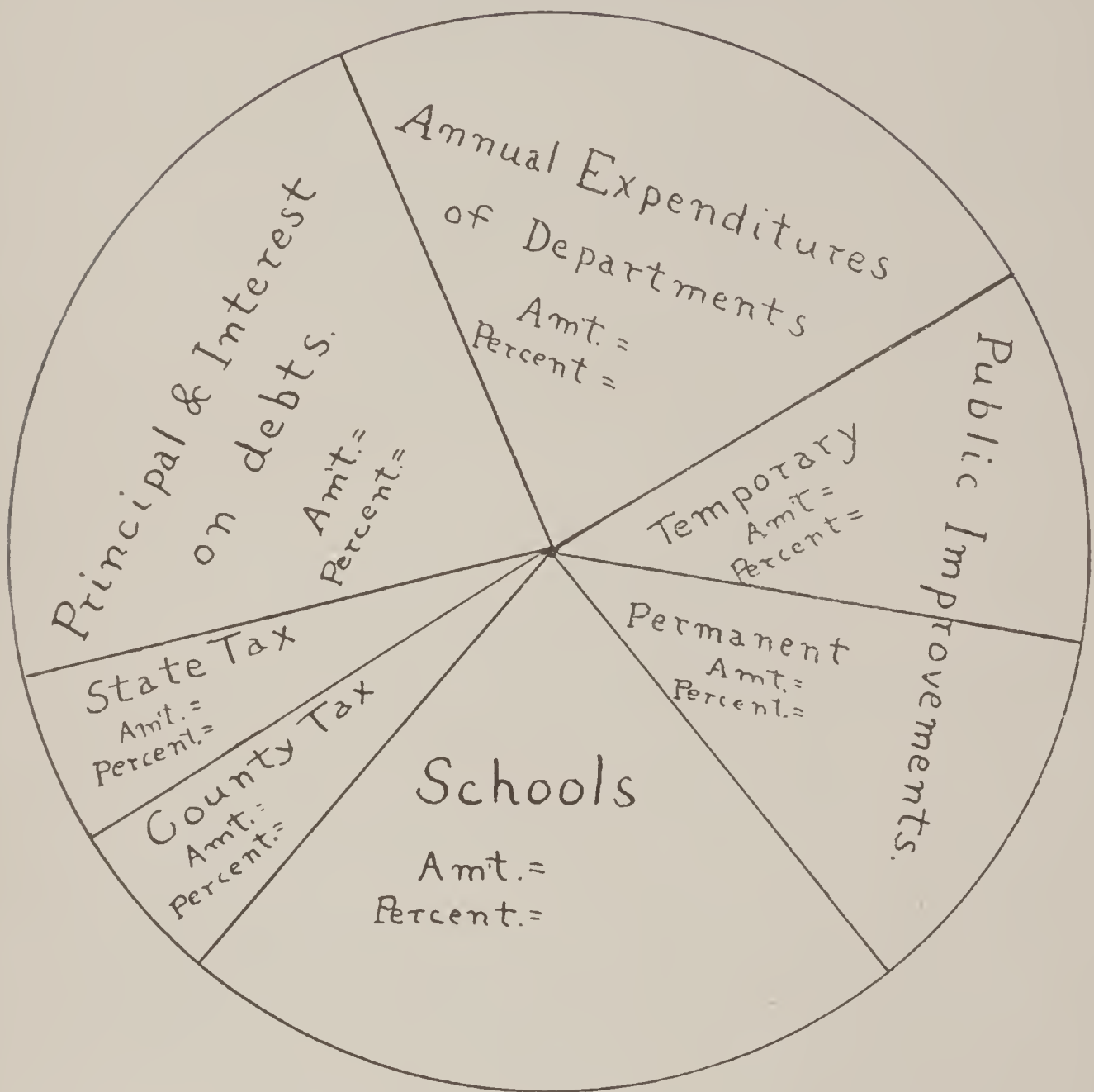
1. Town annual report.
2. Town by-laws.
3. Maine Townsman.
4. Franchise in Town Clerk's office.
5. Blanks and forms used by officers having charge of the above services.
6. State Board of Health, Report of.
7. State Board of Charities and Corrections, Report of.
8. State Superintendent of Schools, Report of.
9. State Public Utilities Commission, Reports and Regulations of.
10. Revised Statutes of Maine.
11. Acts and Resolves of Maine Legislature.

VII. Town finance, or how the town services are paid for.

1. How and by whom is the budget for the town appropriations drawn up? Is it based upon a careful accounting system such as is used by the business corporations? Are the reports of the different town officers sufficiently detailed and specific to furnish an accurate basis for items in the budget?
2. Who makes the appropriations?
3. How is the expenditure of the appropriations controlled and supervised? What records are kept? Ask the clerk and treasurer to be allowed to see the receipts vouchers, method of accounting, etc.
4. How and by whom is the tax rate determined? What is the present tax rate? Compare it with the rate ten years ago; with the rate of a neighboring town; with the rate of a town of the same population in a neighboring state.
5. How and by whom is the property assessed? Is all property assessed at the same rate? Under the state constitution may different classes of property be assessed at different rates? What is personal property? Real property?

6. What is poll tax? Who pays it? Amount paid by each? Who determines the amount?
7. How and by whom are taxes collected? Who has charge of the money until expended? Where deposited?
8. In case you believe the assessed valuation of your property is unjust what steps can you take to remedy it? To whom can you apply? What kinds of property in your town are exempted from taxation? How does the assessed value of property compare with the market value?
9. How may the town borrow money? What is its present debt? What form—temporary or floating debt, funded debt. Is a sinking fund provided for? How may bonds be issued by the town? Was the present bonded debt incurred for permanent improvements or for temporary expenses? For revenue or non-revenue producing property?
10. Does the state law set a debt limit for towns? If so, what? How near at present is your town to the debt limit?
11. What are the sources of income other than taxation? What was the total amount of town receipts last year? Was it an increase or decrease over the previous year?
12. Indicate on a diagram similar to the following the distribution of the expenditures last year.

How the taxpayers' money is spent.



Sources of information.

1. Town Report.
2. Maine Townsman.
3. Revised Statutes.
4. State Treasurer, Report of.
5. State Board of Assessors, Report of.
6. Personal inquiry of town officials.
7. Get copies of blank forms used by assessors, collectors and treasurer.

VIII. Other forms of local governing units smaller than the city and county.

1. Village corporations.
 - a. How many in Maine?
 - b. How and by whom are they created?
 - c. Why are they created?
 - d. What is their relation to the town?
2. Water districts.
 - a. How, and by whom are they created?
 - b. Reasons for their creation.
 - c. What is their relation to the town?
3. Plantations.
 - a. Definition of the term?
 - b. Reason for existence of?
 - c. Organization of?
 - d. Officers?
4. Unincorporated places.
 1. Character of?
 2. What names applied to them?
 3. How are they governed?

Sources of information.

1. Revised Statutes.
2. Maine Townsman.
3. MacDonald, Wm., Government of Maine.

CITIES.

- I. Map. Draw or procure a large map of your city, indicating the boundary and ward divisions, location of rivers and harbors, (if any). Preserve for future additions.
- II. History.
 1. When and by whom was the first settlement made?
Locate it on your map.
 2. Find out all you can about the first settlers.
 3. What was the early form of government? Why changed to city form?
 4. When was the city charter granted?
 5. On your map indicate the original city limits.
 6. By whom was city named? What was the origin of the name?

7. What citizens of your city have gained a national reputation? What can you find out about their lives?
8. What special part did your city play in:
 - (a) Indian and Colonial wars?
 - (b) American Revolution?
 - (c) War of 1812?
 - (d) Civil war?
9. What anniversaries, if any, has your city celebrated? What anniversaries will be celebrated in the near future?
10. What geographical factors determined the location of your city? To what extent have they influenced its growth?
11. Early industries? Which developed and which declined? Why?
(See town.)

Sources of information.

1. Local histories. [See below p. 55.]
2. Interview oldest living inhabitants.
3. Local items in State histories. [See below p. 55.]
4. Local newspaper files.

III. Population.

(See town, p. 5.)

Make a diagram of city population similar to that for the town, p. 5.

IV. Industries.

(See town, pp. 5-7).

V. Charter. "The fundamental law of the city."

1. How granted? (By a special act of legislature or under a general statute?) What did the people of the city have to do to obtain the granting of the charter?
2. Classify provisions of charter as follows:
 - (a) Territorial provisions.
 - (b) Form and organization of government.
 - (c) Powers and duties.

How does ordinance making power of city differ from law making power of state?

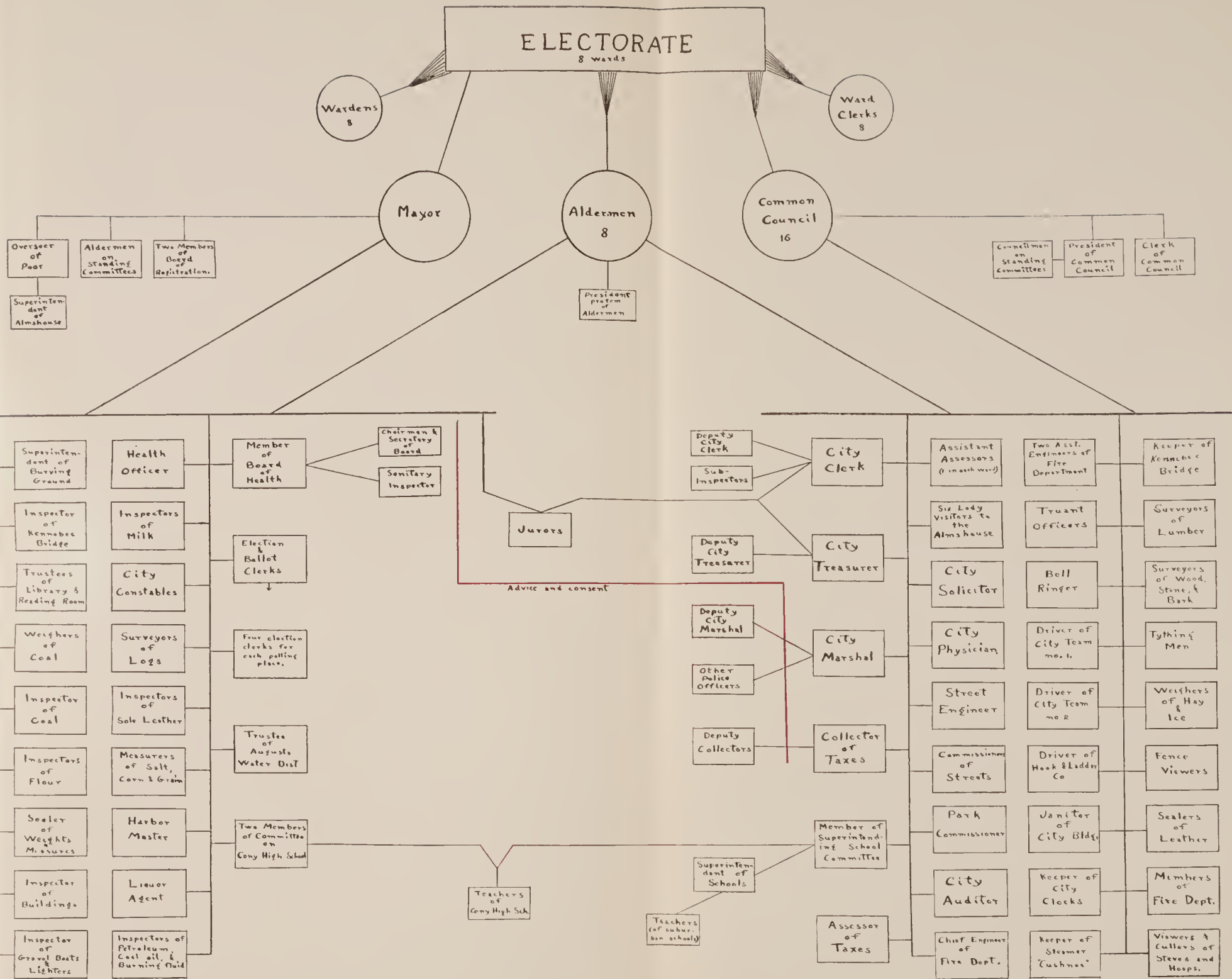
3. Amendments and revision.
 - (a) How made? Trace all the steps in securing the enactment of the latest amendment.
 - (b) By what steps could a city obtain a new charter?
4. Could the state modify or repeal the charter of the city without the city's consent?
5. What happens if a city ordinance is in conflict with a state law?

Sources of information.

1. Acts and resolves of the legislature of the State of Maine. See act granting charter to the city.
2. City charter.
3. City ordinance.
4. Revised Statutes of Maine. See laws relative to chartering of cities.

VI. City government, organization of.

1. The older and more common type of city government is the "Check and Balance" system with two-chambered legislature. (1. Common council and 2. Board of aldermen) and a mayor elected by the people. The following chart of the government of Augusta is a typical illustration of the old form.
2. A form of organization which is receiving much favorable consideration is the "Responsible Executive" type illustrated by the chart of the government of Cleveland, Ohio. Note how all the departments are responsible to the Mayor.
3. A third form of organization which has been adopted in many cities since 1901 is the "Commission Form," illustrated by the chart of the government of Des Moines, Iowa. Note especially the centering of power and responsibility in the council as a whole.
4. The most recent type of city government is the "Commission Manager Form" illustrated by the chart of the government of Dayton, Ohio. Note how the responsibility for the business affairs of the city centers in the City Manager.



5. To which type does your city belong?
6. Make a chart of your city similar to that of the above type which applies to your city.
7. Make a list of the advantages and disadvantages of each type.
8. Make a diagram similar to the one on p. 10. Preserve for ready reference.
9. How city offices are filled?
 1. Political parties. What share have political parties in your city in filling offices?
 - a. Name those which maintain organizations in your city.
 - b. Describe the organization of each,—chairman, central and ward committees, etc.
 - c. Analyze the vote in the last city election—total vote of each party for Mayor. Indicate on a ward map of city votes by wards thus: one black dot for every 25 democratic votes, one red dot for every 25 republican votes, and one green dot for every 25 votes of a third party. See diagram following.
 - d. Is there a tendency toward independent voting in your city?
 - e. Can justifiable reasons be given for party allegiance in city elections?
 - f. What were the issues in last campaign?
 - g. How are the expenses of the party organization provided for?
 - h. Are nominations for city offices made in direct primaries or by party caucus? Describe a party nominating caucus. What are the advantages and disadvantages of each method? Which do you advocate for your city?
 - i. If the direct primary is desirable for nomination of state and county officers, why not for city officers?

2. Registration and election.

a. Registration.

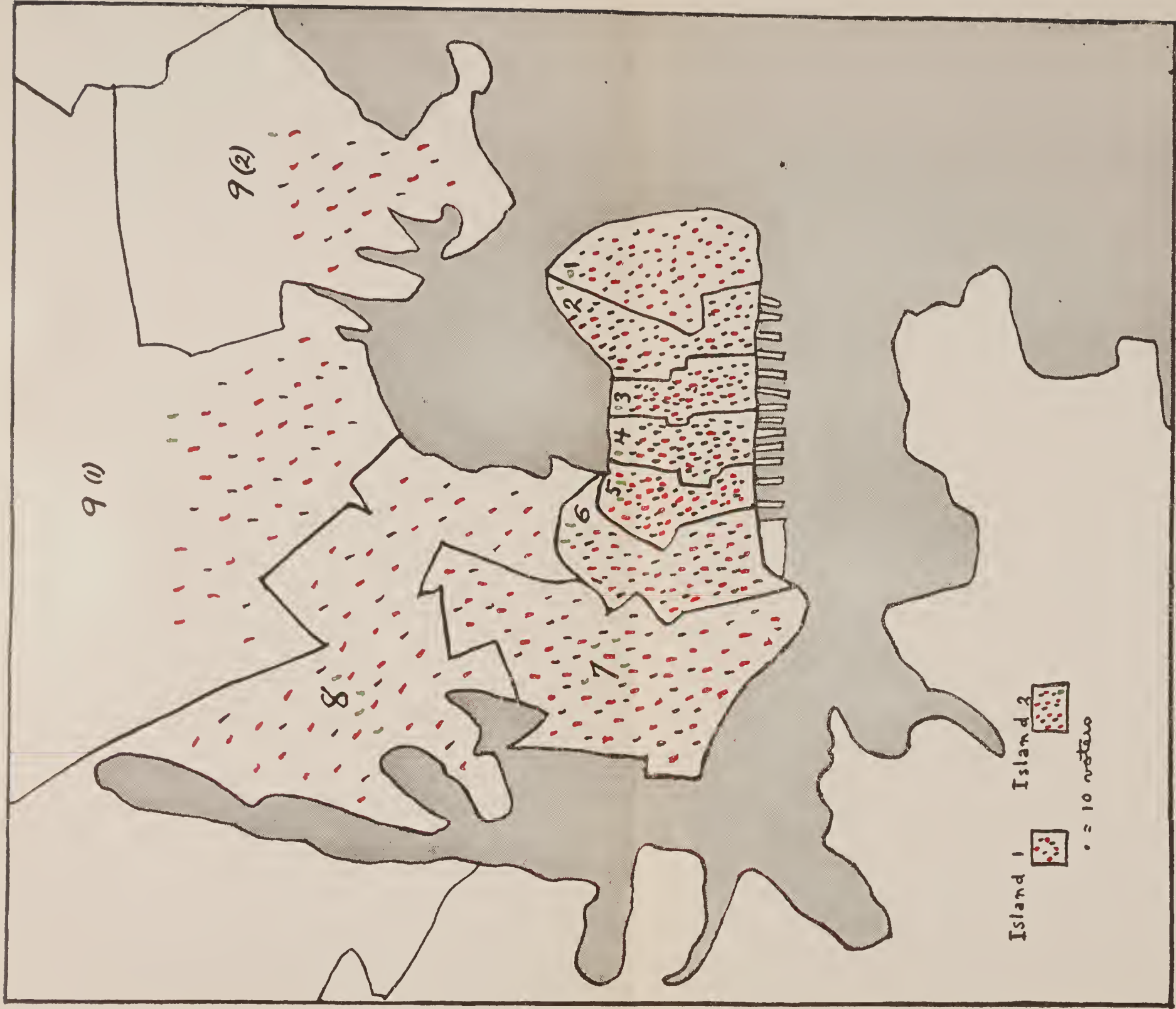
1. How does a voter get his name upon the voting list?
2. Who are eligible for registration?
3. Date and place of registration?
4. What are the advantages of a registration law?

b. City election.

1. Date of election?
2. Where is the polling place in your ward? Why located thus? Draw a diagram showing a location of booths, ballot boxes, entrance and exits.
3. What officers have the election in charge? Who appoints them and what are their duties? What does a voter say? To whom? What is said to him? By whom?

10. Ballots.

- a. Who furnishes the ballots? Get sample ballots.
- b. Who counts them? How is fraud prevented in the counting?
- c. What is done with the ballots after they are counted?
- d. Who has charge of a recount, should one be necessary? How may a recount be obtained?
- e. Has your city a "long ballot" or a "short ballot?"
- f. Compare the length of the ballot of your city with that of a city of similar population in a neighboring state.
- g. Why is a "short ballot" desirable?
- h. Let each pupil ask some voter (immediately after an election):
 1. How many candidates on the ballot can you name?



2. With qualifications and official record of how many candidates were you personally acquainted?
 - i. Can you suggest any devices by which a "short ballot" might be secured in your city?
11. What are the legal devices in your city for the prevention of:
 - a. Bribery of voters? (Vote buying?)
 - b. "Repeating?"
 - c. "Stuffing the ballot box?"
 - d. "Colonizing" of voters?
12. How are the expenses of the election met?
13. What did the last election cost?
14. Appointments.
 - a. What officials are appointed? (See diagrams.)
 - b. Who has the appointing power? Can the body which appoints be held responsible for the kind of service rendered by appointees?
 - c. Are appointments made on a partisan or a non-partisan basis? Does efficiency in service or the "spoils system" rule in making appointments?
 - d. In the past have ability, efficiency and experience secured the reappointment of an official? If not, what has been the effect upon the city? What would be the result upon the business of a bank or factory should it dismiss its expert clerks and officers and replace them with the inexperienced as frequently as does the city?
 - e. Is there a merit system of appointment based upon competitive examination in your city? Is there a civil service board in your city? Is there a demand for the merit system in your city? What are the advantages of the merit system in city appointments?

- f. Compare the method of appointment in your city with that in a Massachusetts city of similar size.
15. Public scrutiny of city officials or popular control of officers.
 - a. What devices (printed reports of officials, etc.) has your city by which the public is informed concerning work of officials? In what form do they appear? How are they distributed? How much attention do voters pay to such reports?
 - b. How may a corrupt or incompetent official be removed?
 - c. Are there civic organizations in your city having for their purpose the compiling and publishing of the records of the councilmen and aldermen? If so, find out what you can of their methods and the results of their work.
 - d. Make a list of civic clubs in your city attempting to secure good city governments. Find out what you can about the work they perform.

Sources of information.

1. City charter.
2. City ordinances.
3. Revised statutes of the State of Maine.
4. Acts and Resolves of the State Legislature. (See registration, election and corrupt practice laws.)
5. Publications and reports of civic organizations.
6. Ballots.
7. Campaign literature.
8. City newspapers.
9. Personal investigation. Inquire of city officials and political leaders.

VII. Services rendered by the city.

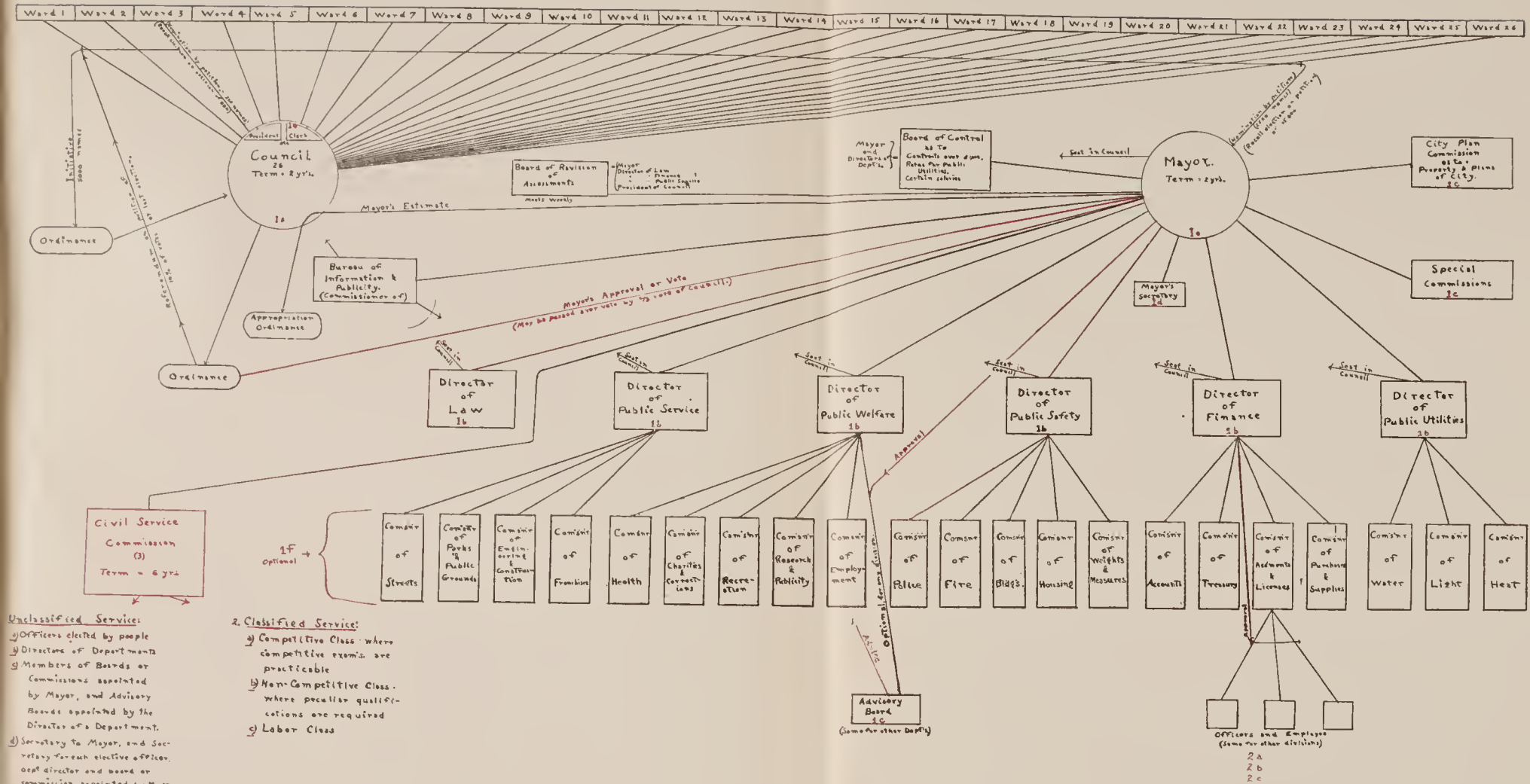
1. Health. (See Health under pages 12-14.)

Additional topics.

- a. Does the city do anything to secure fresh air in markets, department stores, factories,

Government of Cleveland, Ohio. 1914-

population in 1910 = 240,662.



- Unclassified Service:**
- 1) Officers elected by people
 - 2) Directors of Departments
 - 3) Members of Boards or Commissions appointed by Mayor, and Advisory Boards appointed by the Director of a Department.
 - 4) Secretary to Mayor, and Secretary to each elective officer, dept director and board or commission appointed by Mayor.
 - 5) Clerk of Council
 - 6) Such Heads of Divisions as Commission may determine.

- 2. Classified Service:**
- a) Competitive Class where competitive exams are practicable
 - b) Non-Competitive Class where peculiar qualifications are required
 - c) Labor Class

Figures in red refer to division of Civil Service

Edward Richardson Elwell

Bowdoin College, 1915.

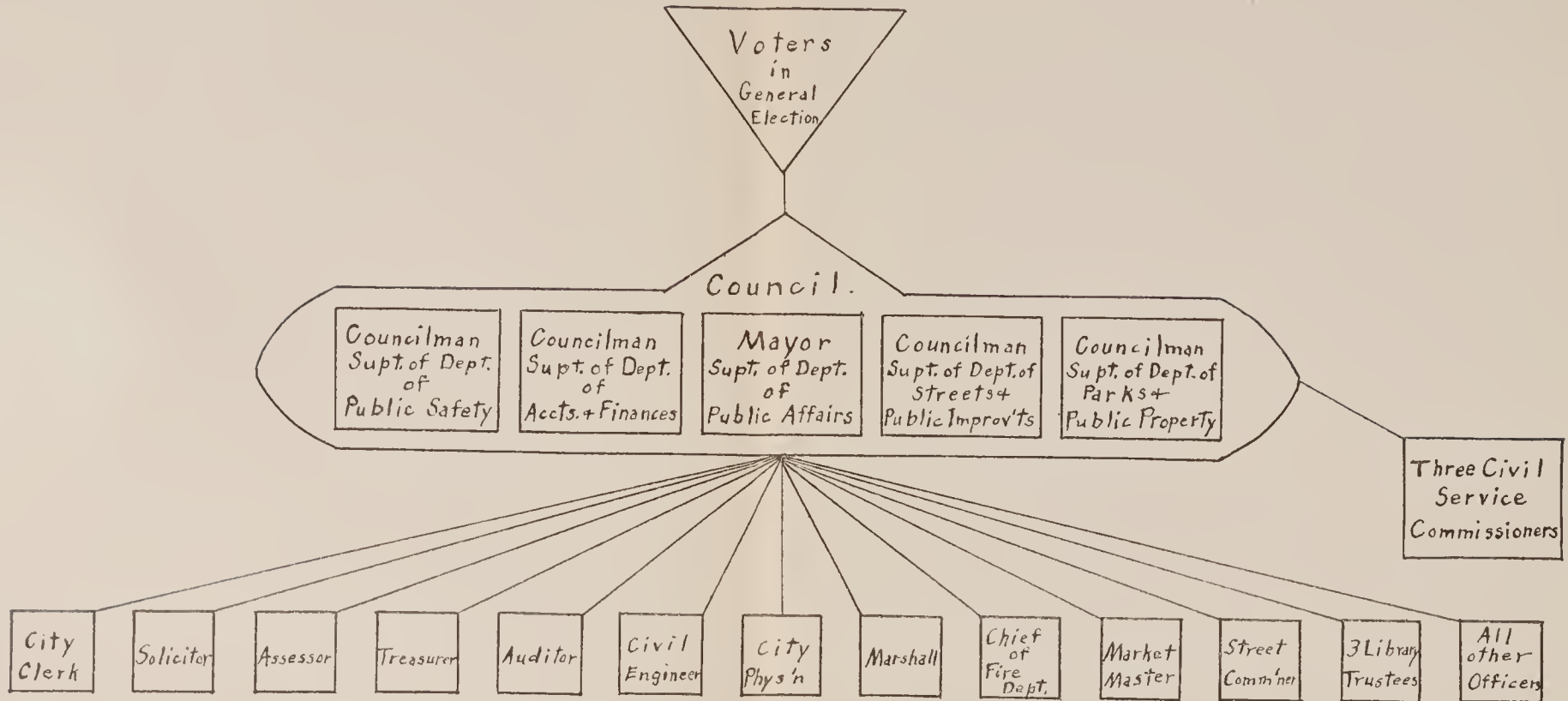
hospitals, theaters, churches, public halls, etc.?

- b. Are buildings inspected with reference to plumbing and general sanitary conditions? By whom? Is there a Bureau of Sanitary Inspection in your city?
 - c. Are vital statistics recorded? By whom? Is there a Bureau of Vital Statistics in your city? What services are rendered by it?
 - d. Is there a slum district in your city? Why? What is being done to better conditions in it? Is there a tenement house commission? What are the services rendered by it?
 - e. How are the life and health of the employees in factories safeguarded by
 - a. city ordinances?
 - b. state law?
 - c. private initiative?
2. City planning (Civic beauty.)
- a. Does your city set apart areas for residences, factories, slaughter houses etc.? If so, what officers perform the service? How may the city be benefited by such a policy?
 - b. What provisions, if any, are made by the city for commercial facilities such as ware houses, public markets, docks, wharves, etc. What department has such work in charge? Is there a "chamber of commerce" or similar organization in your city? If so what services are performed by it?
 - c. Streets.
 1. Who has charge of locating, widening, or changing the location of streets?
 2. Were the aesthetic interests of the city considered in planning street locations, width, etc.?
 3. What is the policy of your city relative to bill boards and street signs? Would

changes in the policy add to the beauty of the city streets?

4. Are street lights chosen and located with the aesthetic interests of the city in view?
 5. Are monuments, fountains, etc., designed and located with the aesthetic interest of the city in view?
 6. What is being done concerning planting and preserving trees along the streets? What often mutilates trees in streets? How may such mutilation be prevented?
 7. What provisions are made for keeping the streets clean? (Receptacles for waste paper, etc.)
 8. Describe the appearance of streets and sidewalks in your neighborhood.
- d. Buildings.
1. Is the height of buildings regulated? How and by whom?
 2. Is anything being done to secure uniformity of building lines?
 3. Has the city any comprehensive plan for the location and architecture of public buildings so as to make the city more beautiful.
 4. Describe the building in your city which you consider most beautiful.
 5. Is the architectural beauty of your city being destroyed by the erection of cheap tenement houses (three deckers)? Can it be prevented? How?
- e. Civic pride.
1. Do the citizens of your city, (especially of your neighborhood) take pride in caring for lawns, back yards, alleys, flower gardens, etc.? Make a survey of your community and report on the conditions relative to the above.

Government of Des Moines, Iowa.

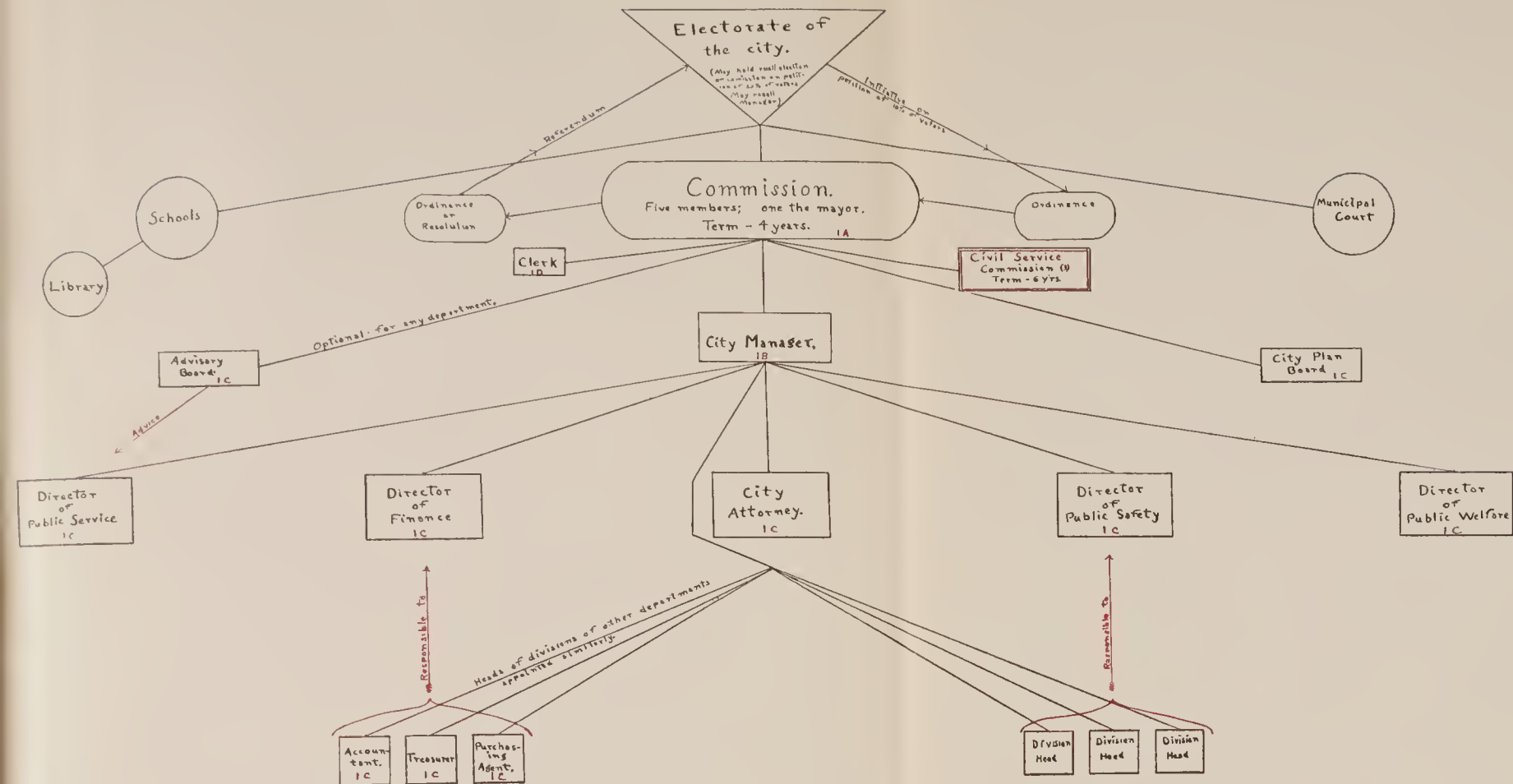


- Salary of Mayor:- \$3,500.
 " " Councilman:- \$3,000.
 Mayor has no veto.
 Council has power of removal.
 Civil Service Commissioners serve
 for 6 years.
 Any one of the Council may
 be removed by petition of
 25% of voters.
 Voters have power of Initiative
 on Ordinances.

2. What is being done to beautify the school grounds, halls and class rooms?
How can you help?
3. What organizations or societies exist for the aesthetic improvement of the city?
What have they accomplished?
3. Charities, (care of dependents, defectives, delinquents).
 - a. Poor relief.
 1. What does the city do for the relief of the poor?
 2. Locate on your map institutions for care of poor such as poor farms, orphans homes, etc. How is each maintained?
Under the jurisdiction of what officers are they?
 3. How many persons were dependent upon the city for support last year?
What per cent of total population?
What proportion received out door aid and what proportion were cared for in institutions?
 4. Is pauperism increasing or decreasing in your city?
 5. What are some of the causes of pauperism? May any of the causes be removed?
 6. What private charitable institutions aid in caring for the poor? Do they co-operate with each other and with the city, or do they work separately?
What are the advantages of coöperation in charity work?
 - b. Care of defectives.
 1. What are defectives?
 2. What institutions in your city care for defectives? What departments and officials control them? How are they supported? (By taxation, endowment, etc?)

3. Describe the hospital and ambulance service in your city.
- c. Care of delinquents.
 1. What are delinquents?
 2. Jails and police stations: (a) Where located? (b) Organization and management of? (c) Are prisoners classified and segregated according to age, sex and crimes committed? What are the advantages of classification and segregation of prisoners?
 3. Juvenile court and truant officers:
 - a. Is there a juvenile court in your city? If so, explain its purpose and describe its workings.
 - b. Are there truant officers in your city? What service do they perform?
 4. Reform schools, houses of correction, etc.
 - a. Where located?
 - b. How and by whom organized and maintained?
 - c. What officers have them in charge?
 - d. How are delinquents cared for in each?
 - e. What was the total cost to the city last year of charities and correctional service? What proportion of total expenditures?
4. Schools.
(See topic under pp. 18-19, substituting city for town.)
5. Keeping peace and order.
(See topic under town, pp. 19-20, substituting city for town.)
- Additional topics.
 - a. Police department.
 1. Has it a non-political organization?
(For method of appointments see diagrams, pp. 30-31.)

Government of Dayton, Ohio. 1913.



Civil Service

1. Unclassified

- A Officers elected by people.
- B City Manager
- C Heads of Departments, Heads of Divisions, Members of Appointive boards.

- D Deputies & Secretaries of the Manager & one assistant or deputy, and one secretary for each dept, & the Clerk of the Commission

Red figures on chart refer to branch of Civil Service.

2. Classified

- A Competitive Class
exams, used.
- B Non-Competitive Class
requiring exceptional or peculiar qualifications
- C Labor Class

2. Why is graft so often connected with police departments? How may it be eliminated?
 3. What is the importance to the city of an honest and efficient police department?
 4. What reports are required of patrolmen?
 5. Do patrolmen report all violations of ordinances in their district? To whom?
 6. Is there a "plain clothes" squad on your police force? What is its work?
 7. Are there police matrons on the police force? If so, what services do they perform?
 8. Has the state any control over the city police? If so, how exercised?
 9. What is the relation of the city police department to the county sheriff?
6. Fire prevention.
(See topic under town, p. 20.)
Additional topics.
- a. Has the city a building code?
 1. Does it provide regulations concerning materials for building in business sections of the city?
 2. Provide for fire escapes?
 3. Regulate height of buildings?
 4. Prohibit dangerous industries in certain sections of the city?
 5. Require sufficient exits for theaters, public buildings etc.?
 - b. Is it possible to build frame, shingled roof "three deckers" in all parts of your city? How may it be (or is it) prevented?
 - c. How often are buildings inspected? Is the accumulation of inflammable materials prevented?
7. Public works and public property.
Streets. (See topic under town, p. 21.)
Additional topics.

1. What kinds of pavements have proved the most satisfactory in your city?
2. Are your streets continually torn up by the various departments and public utility corporations for laying and repairing of conduits, car tracks, sewers, etc.? Would a closer coöperation among departments or centralization of authority aid in eliminating the evil?
- b. Sidewalks and gutters. (See topic under town, p. 21.
Additional topics.
 1. What is the total mileage of sidewalks in your city?
 2. What materials have proved best for sidewalk construction?
- c. Sewers.
 1. What departments or officials have charge of putting them in and keeping them in repair?
 2. How may extensions be obtained? Describe steps taken to secure extensions.
 3. What is the total mileage.
 4. What did the city spend last year for extensions and maintenance?
- d. Public property (Non profit producing).
 1. Locate on your city map the important city buildings, (city hall, library, police and fire stations, school buildings, etc.) (See topics under town, p. 22.)
- e. Public utilities. (See topic under town, pp. 22-24.)
 1. Water works.
(See topic under town, p. 22.)
 2. Electric light and gas works.
(See topic under town, pp. 23-24.)
Additional topics:
 - a. Does the plant which furnishes light to the city furnish light to the private individuals?

- b. What rates are charged? Compare rates paid in some other Maine city; in some city outside of Maine.
 - c. In case the city desired to own a lighting plant for the lighting of streets and public buildings, how could it be accomplished? For the supplying of lights to private individuals?
 - d. What is the gas rate? Compare with rate in other Maine cities; in some city outside of Maine.
 - e. Does the same company own and operate both electric light and gas plants or is there competition between the two kinds of service? Is competition desirable?
- 3. Telephone service.
(See topic under town, p. 24.)
 - 4. Transportation utilities.
(See topic under town, p. 24-25.)
- Additional topics.
- a. Does the city have sole control of its streets? Has the state authority to determine what transportation companies may use streets and the relation between them?
 - b. What fares are charged? What are the transfer privileges? Compare with other cities. What advantages does the city derive from cheaper fares?
 - c. What is the relation between rapid transit and cheap fares and the housing problem of the city?

Sources of information.

- 1. Annual and special reports of the several city departments.
- 2. City charter and ordinances.
- 3. Public utility franchises (In clerk's office).

4. Blanks and forms used by the several departments.
5. Revised Statutes.
6. State Board of Health, Report of.
7. State Board of Charities and Corrections, Report of.
8. State Supt. of Schools, Report of.
9. State Public Utilities Commission, Reports and regulations.
10. Reports issued by public utilities companies. (Telephones.)

VIII. City finances, or how the services are paid for.
(See topic under town, pp. 25-27).

Additional topics:

- a. How do the business methods of the city government compare with those of successful business corporations in your city?
- b. What effect upon the business efficiency of the city government have rotation in office, short terms of service and partisan appointments?
- c. Is the expert needed in city business as much as in private business? Can he be secured for the city? How? Is anything now being done to secure him?
- d. Make a diagram for the city expenditures similar to that for the town, p. 27.

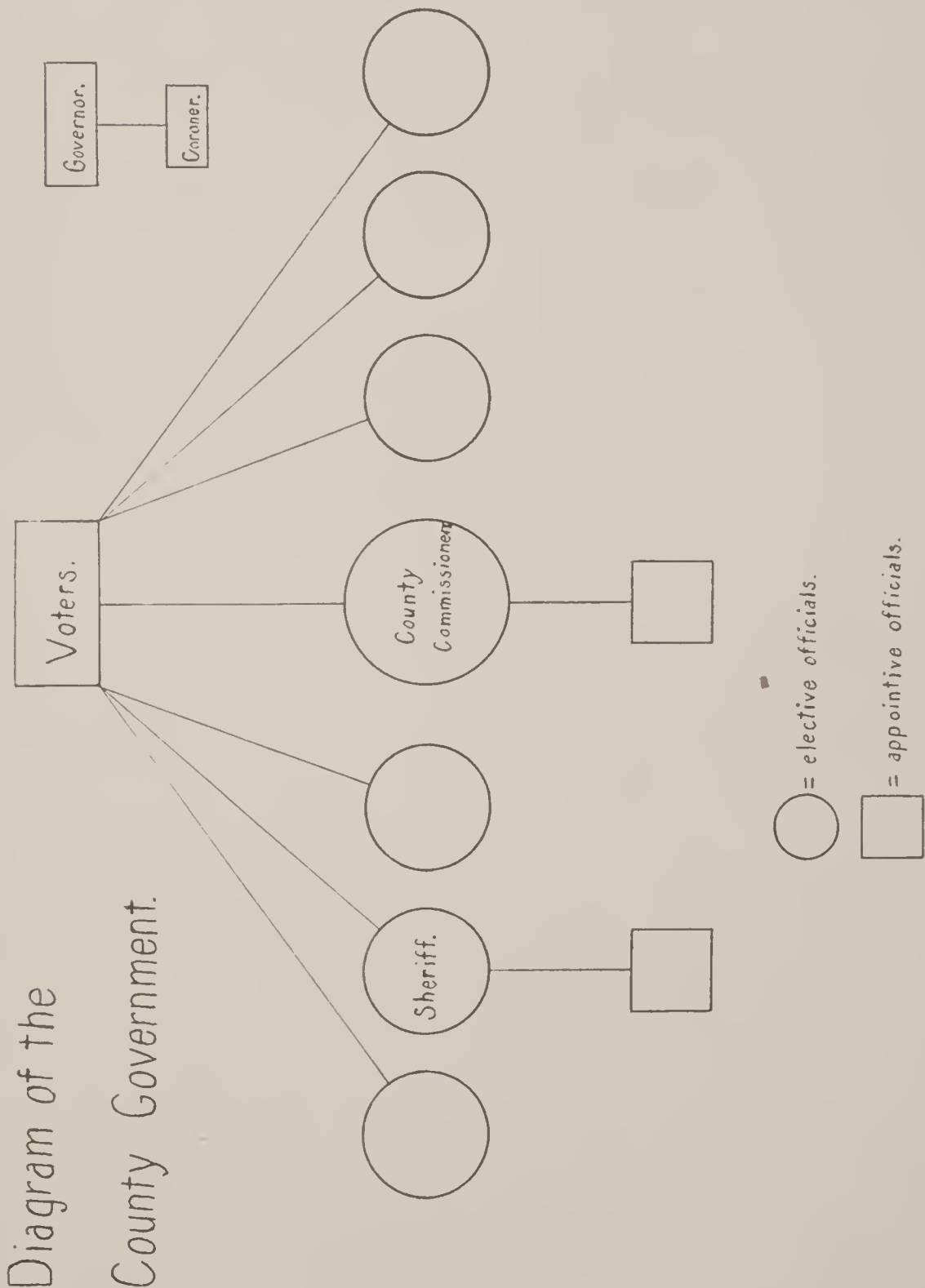
Sources of information.

1. City Treasurer, Report of.
2. City Auditor, Report of.
3. City Assessors, Report of.
4. City Collector, Report of.
5. Minutes of Meetings of the City Council.
6. Files of city newspapers for budget, etc.
7. State Board of Assessors, Report of.
8. State Treasurer, Report of.
9. Blanks and forms used by the city departments.

COUNTY.

1. Map. Draw or procure a large map of your county indicating boundaries towns, cities, rivers, lakes, chief highways, rail and electric roads, county seat, jail, court house, etc. (Preserve for additions.)
2. What is the area of your county?

3. When was your county established?
By what authority was the county established?
4. Which is older, your town (or city) or your county?
5. How many counties in the state? Names?
6. Population? What proportion of the total population is rural? Urban? Did the rural population increase or decrease during the decade 1900-1910? Find and state the reasons.
7. County government, organization of.
 - a. Draw a diagram of the organization of your county government as suggested in diagram.



Fill in the names of offices and complete the diagram.

- b. How the offices are filled.
 1. Election?
 - a. Date.
 - b. Is it held separately or at the same time as city (town) and state election?
 - c. Ballot. Get a sample. How did the names get upon the ballot? Who furnishes the ballot? What is done with the ballots? How is a contested election decided?
 - d. Find out if possible what the campaign expenses of some county officials were. How do they compare with the salary of the office?
 2. What officers are appointed? By whom appointed?
- c. Terms of office?
- d. What salaries are paid? Are they sufficiently large to attract competent business men?
- e. Why is so little public attention attracted to county government? What are the dangers arising from lack of public attention? How may the interest and attention of the voters be drawn to county government?

8. Services rendered by county.

County acts both as an agent of the state and as an organ of local government.

A. As an agent of the state.

1. Administration of justice.
 - a. What state courts hold sessions in your county.
 - b. What county officers aid the state in performing the functions of the courts. Describe the service of each in conducting a trial.
 - c. Explain the service of the sheriff in enforcing law and maintaining order. What effect has the prohibitory law upon the importance of the sheriff's position.

- d. What control has the Governor of the State over the sheriff? When and where has he exercised such control?
- e. Providing a court house. Locate it on your map.
 - 1. When built?
 - 2. What did it cost?
- f. What did the administration of justice cost the county last year?
- g. County jail.
 - 1. Locate it on your county map.
 - 2. What officials are responsible for care of the jail.
 - 3. Who appoints the jailer?
 - 4. Describe the interior of the jail.
 - 5. What classes of convicts are cared for in the county jail? Are they classified and segregated according to crime and sex?
 - 6. County jails are often called "schools of crime." Is that true of the jail in your county?
 - 7. How is a prisoner's day spent?
 - 8. Is he given employment? If so what kind?
 - 9. What kind of food and clothing is he furnished? Who furnishes them? How are the cells heated?
 - 10. What did the maintenance of the jail cost the county last year?
 - 11. Is there any state supervision of jails? Would state control of jails be an advantage over the present system?
- h. What are the duties of the county attorney relative to the administration of justice?
- 2. Service of probate court.
 - a. Probating wills.
 - 1. What is a will? What formalities are necessary to make it legal? What is a codicil? What officers are charged with probating the will?

2. Give the procedure and reason for each step.
 - b. Settlement of estate of person dying intestate.
 1. Procedure?
 - c. Settlement of estate of a bankrupt.
 1. Procedure?
 2. What are the laws relating to bankruptcy?
 - d. How are orphan children cared for by the court?
 3. Recording of land titles.
 - a. Where is the registry department located?
 - b. Who has charge of it? How many assistants and clerks are there in the department?
 - c. What documents are found in the office of the register of deeds?
 - d. Give the procedure in the recording of a deed with reason for each step. Get copies of different forms of deeds.
 - e. How can you find out whether you have a clear title to your land?
 - f. How are the legal papers in the registry office protected from fire?
 - g. What was the cost of registry department last year?
 4. What services does the county perform regarding the collection and transmission of state taxes? By what officers?
- B. As an organ of local government.
- [County commissioners are the most important as local government agents. Why? Where is their office?]
1. Care of county finances.
 - a. How and by whom is the budget of expenditure drawn up? Is there any check upon the amount or purpose of expenditures.
 - b. How and by whom are county taxes assessed? Amount last year?

- c. What other sources of income (fines, fees, etc.) has the county?
 - d. Who has charge of county funds? Where are they deposited?
 - e. Upon whose order may money be paid out of the treasury?
 - f. By whom and when are the county accounts audited?
 - g. What financial records are published? Are they in an intelligible form? Does the public read them?
2. Public works.
- a. Highways.
 - 1. What powers have county commissioners over highways?
 - 2. What highways are under county control?
 - b. Bridges.
 - 1. When is a bridge built and controlled by the county? By the town?
 - 2. Who has authority over a bridge connecting two counties?
 - c. Ferries.
[See topics under bridges.]
3. Public buildings.
- a. Name and locate on map all county public buildings.
 - b. Who has charge of them?
 - c. Upon whose authority are they built? Repaired? Have the people of the county any direct voice in the matter?
3. How do the number and importance of the services performed by the county compare with those performed by the town, city and state?
4. What services performed by the county could be performed as well or better by the town, or city or by the state? What services can be performed better by the county than by another unit of government?

Sources of information.

1. Annual Reports of County Officials.
2. Court Records.
3. Blanks and forms used by the several officials.
4. The Annals of the American Academy of Political and Social Science, May, 1913.

STATE.

I. Map (Historical Geography).

1. Draw a map showing the boundaries, counties, important rivers, lakes, mountains and cities. Keep for future additions.
2. What is the area of the State in square miles?
3. What is its greatest length and width?

II. History.

1. Indians.

- (a) Name and locate the Indian tribes inhabiting Maine when the white settlers came.
- (b) How did they make a living? Describe weapons and implements for agriculture, hunting, fishing, cooking, etc.; wigwams, food, and clothing.
- (c) Find out what you can about their religion, amusements, and government.
- (d) Which of the original tribes have survived and reside in Maine today? What does the state do for them?

2. Discovery and exploration.

- (a) What white man first saw the coast of Maine?
- (b) What man explored the coast of Maine prior to 1607? What reports did they make? What nations did they represent? What nation had the best claim to Maine territory in 1607? Why?

3. Unsuccessful attempts at settlement.

(a) English.

- (1) Where was the first attempt made by Englishmen to establish a permanent settlement in Maine?
- (2) By whom? What did they expect to gain by it?

- (3) What experiences did they have?
- (4) Why did the attempt fail?
- (5) What other unsuccessful attempts at settlement did the English make in Maine?
- (b) French.
 - (1) What unsuccessful attempts to establish permanent settlements in Maine did the French make?
 - (2) By whom were the attempts made?
 - (3) Why were the attempts failures?
- 4. Permanent Settlements.
 - a. First permanent settlement.
 - (1) By whom was it made?
 - (2) Where? Locate it on your map.
 - (3) Why was that particular place chosen?
 - (4) Why was it successful?
 - b. Grants for settlements to:
 - (1) Sir Ferdinando Gorges, 1622.
 - (2) Christopher Levett, 1623.
 - (3) Thomas Lewis and Richard Bonighton, 1630.
 - (4) John Oldham and Richard Vines, 1630.
 - (5) John Beauchamp and Thomas Leverett, 1630. (Muscongus or Waldo Patent.)
 - (6) Bryan Bincks, John Dye—(Lygonia or Plough Patent).
 - (7) Thomas Cammock, 1631.
 - (8) Robert Trelawny and Moses Goodyear, 1631.
 - (9) Robert Aldworth and Giles Elbridge, 1631. (Femaquid Patent).

(NOTE: A large proportion of the above grants are of local rather than state wide interest. Detailed study of the settlements under the grants should be made only of those which, because of their location, are of special interest to the pupils.)

- c. Which of these grants comprises the territory in (or near) your town or city? Make a detailed study of the settlements made under the grant.
- d. Locate and give the history of the early permanent French settlements in Maine.
- 5. Early government of Maine.
 - a. How were the Maine settlements governed down to 1652?
 - b. How did Massachusetts succeed in extending her jurisdiction over Maine in 1652?
 - c. Ferdinando Gorges' claim to Maine.
 - d. Grant to Duke of York.
 - e. How Massachusetts disposed of rival claimants by purchase, 1677-1680.
 - f. What was the relation of Maine to Massachusetts, 1680 to 1820? What share had Maine in the government?
 - g. What was the first town incorporated in Maine? From whom was the charter received?
- 6. Life in Maine settlements during the seventh century.
 - a. Relations with the Indians.
 - (1) What was the attitude of the Indians toward the first settlers?
 - (2) Trade with the Indians.
 - (3) Treaties with Indians, purchase of land, etc.
 - (4) Instances of destruction of life and property by the Indians.
 - (6) Lovewell's War, 1722-1725.
 - b. Describe: dwelling houses, food, clothing, farms, occupations, religious customs, schools, amusements and social customs of the people in Maine prior to 1700.
 - c. To what extent did the witchcraft delusion prevail in Maine? Describe it.
- 7. Conflict between France and England for possession of North America (with special reference to Maine.)

- a. Conflict between English and French settlers prior to 1689.
- b. King William's War, 1689-1697.
 1. What part did the people of Maine play in it?
 2. What events of the war took place on Maine territory? Were any Maine villages destroyed?
 3. What was the attitude of the Maine Indians in the war?
 4. What were the results of the war upon the conflicting English and French claims to Maine territory?
- c. Queen Anne's War, 1702-1713.
 1. Outbreak of the war in Maine. (See topics under (b) above.
- d. King George's War 1744-1748.
 1. What part did Maine men play in the expedition against Louisburg? Find out all you can about the teachers who were inhabitants of Maine.
 2. What towns in Maine were attacked by the French? With what results?
 3. What did the Indians do in the war? What agreement was made with them at the close of the war?
 4. What effect had the war upon English and French claims to territory in Maine?
- e. French and Indian (Seven years) War, 1756-1763.
 1. What forts were built in Maine at this time?
 2. Character of War carried on by the French and Indians against the English?
 3. Who were the men in Maine who took a prominent part in the war?
 4. What were the territorial limits of Maine at the close of the war?

5. What was the effect of the French defeat upon the settling up of Maine territory?
8. Maine in the American Revolution.
 - a. Maine experiences with Governor Gage?
 - b. Revolutionary government in Maine?
 - c. Maine's answer to the call to arms?
 - d. Arnold's expedition through Maine, 1775.
 1. Trace on the map the route taken by Arnold.
 2. What part did the men of Maine play in the expedition?
 3. What monuments commemorating the expedition have been erected in Maine?
 - e. What Maine towns were attacked by the British? Burned?
 - f. Make a list of the Maine leaders who played an important part in the Revolution. Find out as much as possible about the life of each.
 - g. What were the boundaries of Maine at the close of the war? Indicate on a map.
 - h. Make a special study of the part your town or city played in the Revolution.
9. Development of Maine, 1776-1812.
 - a. By 1812 what sections of the state were settled? What was the total population?
 - b. What new towns and counties were formed from 1776 to 1812?
 - c. What were the chief industries by which the people of Maine made a living during this period?
 - d. What non-English speaking people settled in Maine during this period? When?
 - e. Founding of Bowdoin College.
 - f. Churches in Maine.
10. Maine in the War of 1812.
 - a. What towns in Maine were attacked by British?

- b. What parts of the state fell under British control?
 - e. Make a list of Maine leaders who played a prominent part in the war.
(Make a special study of the part your town or city played in the war.)
11. Development of Maine from 1812 to the Civil War.
- a. Maine became a state.
 - 1. Why was separation from Massachusetts desired?
 - 2. How was it brought about?
 - 3. How was Maine's admission to the Union complicated by the slavery question?
 - 4. Maine's Constitution (See p. 57.)
 - 5. Location of capitol.
 - b. Anti-slavery movement in Maine.
 - 1. When was the first anti-slavery society established in Maine? Where? By whom? What was its purpose?
 - 2. What rights and privileges were granted by law to the negroes in Maine? Were there slaves in Maine?
 - c. Northern boundary dispute.
 - d. Aroostook War.
 - e. Swedish Immigration.
 - 1. Who brought it about?
 - 2. What was the purpose of the immigrants?
 - 3. Location of "New Sweden?" Why was that location chosen?
 - 4. To what extent has the settlement prospered? What is the present condition of the settlement?
 - f. Social, economic, and educational development.
 - 1. How did the customs in dress, amusements, etc., differ from those of colonial times?

2. What were the means of transportation? Describe.
 3. What new industries and occupations sprang up during this period?
 4. Founding and founders of Bates College, Colby College, University of Maine and the several normal schools.
12. Maine in the Civil War.
- a. Maine militia at the beginning of the war.
 - b. Volunteers.
 - c. Make a list of men who won a national reputation in the war.
 - d. Maine at Gettysburg.
 1. What part did General O. O. Howard play in the battle?
 2. General Chamberlain on Little Round Top.
 3. Fifth Maine Regiment.
 - e. General Chamberlain at the surrender of Lee.
 - f. What effect had the war upon the industrial development of Maine?
13. Political history since the Civil War.
- a. How much of the time since the War has the state been under control of the Republican party? The Democratic party?
 - b. What third parties have had organization in Maine? What caused the rise of each?
 - c. What was the "counting out" in 1880? Give the chief incidents connected with it.
 - d. Prohibitory Law.
 1. When was the first prohibitory law passed in Maine?
 2. When was it put into the constitution? Why?
 3. What part has it played in the biennial elections?
 4. What measures have been adopted for its enforcement?

5. What leaders of the prohibition movement in Maine have won a nation wide reputation?

14. Industrial Development since the Civil War. (See p. 56.)

Sources of information.

Burrage, H. S., *Beginnings of Colonial Maine* (printed for the State, Augusta, 1914).

Williamson, W. D., *History of Maine*, 2 vols., (Hallowell, 1839).

Abbott, S. C., *History of Maine*, (Boston, 1875).

Abbott and Elwell, *History of Maine* (Revised edition), (Portland, 1892).

Sullivan, J., *History of the District of Maine*, (Boston, 1795).

Varney, G. J., *Young Peoples History of Maine*, (Portland, 1877).

Holmes, H. E., *The Makers of Maine*, (Lewiston, 1912).

Sylvester, H. M. S., *Maine Coast Romance*, 5 vols., (Boston).

Stetson, W. W., *History and Civil Government of Maine*, (Boston, 1898).

MacDonald, Wm., *The Government of Maine*, (New York, 1902).

For local histories see:

Williamson, Joseph, *Bibliography of the State of Maine*, 2 vols., (Portland, 1896).

Hall, D. B., *Reference list on Maine Local History*, in *New York State Library Bulletin*, (Albany, 1901).

III. Population.

1. Total today? Compare with that of 1820. Draw a chart of the fluctuation in state population similar to the one for the town on page 5.
2. What was the per cent. of increase from 1900 to 1910? What proportion from births and what from immigration?
3. What proportion of the population is under 15 years of age? Between 15 and 45? Over 45?

4. Compare age distribution in Maine with that in Massachusetts, in Illinois. How do you account for the difference.
5. What proportion are native born? Foreign born? Children of foreign born parents?
6. Of the foreign born what nationalities are represented?
7. What are some of the reasons for coming of foreigners to Maine?
8. Where do the foreigners chiefly settle? Why?
9. Are there any communities in the state made up wholly of foreigners?
10. What effect had the opening up of the new West upon Maine population?
11. Why are there so many natives of Maine in Massachusetts? In California?
12. What movements are being carried on to induce people from outside the state to make their homes in Maine?

Sources of information.

1. United States Bureau of the Census, Bulletins.
2. Maine Department of Vital Statistics.

IV. Industries.

[See topic under town, pp. 6-7.]

1. What are the chief natural resources of Maine?
2. What is the policy of the state toward conserving the natural resources (water power, etc.)
3. How does the climate affect industries?
4. What were the chief industries during the Colonial period? Early nineteenth century? What changes have taken place within the last fifty years? How may the changes be explained?
5. Locate on your map.
 - a. Agricultural areas.
 - b. Fruit section.
 - c. Mineral deposits.
 - d. Manufacturing centers.
 - e. Commercial harbors.
 - f. Fishing centers.
 - g. Timber lands (Forests.)

[On large wall map, fruit areas may be located by means of small squares of different colored card board or colored push pins. Colored push pins may be procured from school supply houses.]

6. "Maine is the summer playground of the nation."
What effect has that fact upon the industrial life of the state?

Sources of information.

1. U. S. Bureau of Census, Bulletins.
2. Maine Department of Labor and Industry Reports.
3. Maine Commissioner of Agri. Reports.
4. Maine Agri. Experiment Station Reports.
5. Univ. of Maine School of Agri. Bulletins.
6. Maine Commissioners of Fish and Game Reports.
7. Board of State Assessors, Reports.

V. State constitution.

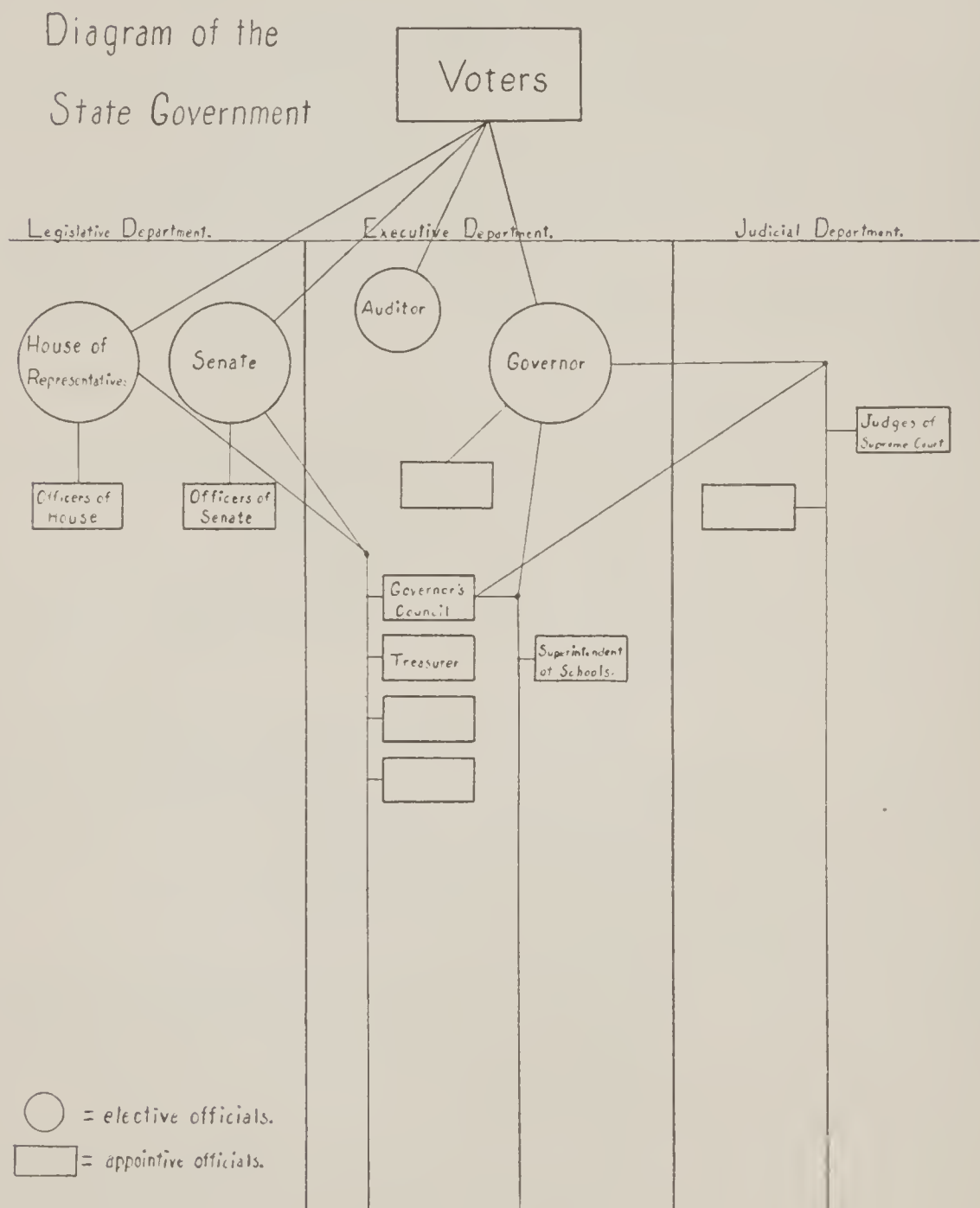
1. Making of.
 - A. Calling of the constitutional convention.
 - a. By whom was it called?
 - b. Why was it called?
 - c. Under what authority was it called?
 - B. Delegates to.
 - a. Who chose them?
 - b. What local units did they represent?
 - C. Find, if possible the names of the leading men in the convention.
 - D. How and by whom was it ratified?
2. Amending process.
 - A. How amended (See provision for amendments in constitution)? Give steps in the process.
 - B. Do you advocate an easier method of amendment? Why? Would you advocate the *initiative* as a method of amending the constitution?
 - C. Amendments ratified.
 - a. Date of each amendment.
 - b. What subjects are dealt with in the amendments?

3. Find in the constitution the following parts:

- A. Preamble.
- B. Bill of rights.
- C. Form of government.
- D. Miscellaneous provisions.

VI. Government, organization of.

1. Diagram of the state government.



- a. Fill out blanks with names of officers and add sufficient number to represent all officers.
- b. Note the extent to which the *line of responsibility* runs from the appointed adminis-

trative officials to the governor (nominal head of the department) and the extent of which it runs to the legislature.

2. Fill out a diagram for the state officers similar to one for town officers (see p. 10).

3. How state offices are filled.

a. Direct Primary (nomination).

1. What is the date of the direct primary?

2. When was the direct primary law passed?

3. What were the reasons for its enactment?

4. Who provides the ballots? Get a sample ballot.

5. How does a candidate get his name on the ballot?

6. What prevents the member of one party from participating in the choosing of candidates for another party?

7. What did the last direct primary cost? Who paid for it?

8. What was the total vote for each candidate for governor in the last primary?

9. What per cent. of the enrolled voters in each party cast their vote in the last primary?

b. Elections.

1. What is the date of the state election? Why is there a nation-wide interest in the Maine state election?

2. How often does the state election occur?

3. How many officers are elected at each election?

4. What control has the state over elections?

5. Who furnishes the ballots?

6. Has Maine a "short" or a "long ballot?"

7. To whom are the returns of the election sent? In what form? How are they kept?
8. How is a contested election decided?
9. Has Maine a corrupt practice act? What does it accomplish?
- c. Appointments.
(See diagrams, p. 58.)
 1. Make a list of officers appointed by the Governor; by the Legislature.
 2. Is it the policy of the state to retain in office the honest and capable appointees?
 3. Is it possible for a legislature of 182 members to inform itself concerning the fitness of appointees?
 4. What arguments are there for a merit system for appointments and promotions in Maine? What are the results of such a system in other states? (See especially Massachusetts.)
 5. How and by whom may removals from office be made?
4. State legislature.
 - a. Membership.
 1. Number in each house?
 2. Qualifications and disqualifications for membership?
 - a. Residence.
 - b. Age.
 - c. What disqualifies a man for membership?
 3. Length of term in each house?
 4. What is the basis of representation in the legislature in Maine?
 - a. In the Senate?
 - b. In the House?

Is there an equality of representation? (Does one vote count as much in a city as in a town? Twenty votes in a town of 800 population are equal in representation to how many votes in a city of 50,000 population?)

5. How and when is a reapportionment made?
 6. What is a "gerrymander?" Is there a gerrymander in Maine?
 7. How may members be removed from office?
- b. Sessions.
1. Regular.
 - a. How often are they held?
 - b. What is the date of convening?
 - c. What is the length of a session?
Is it limited by the constitution?
 2. Extra.
 1. What in the past has made necessary the calling of extra sessions? What is the provision in the constitution concerning the calling of extra sessions?
 2. How and by whom is an extra session called?
 3. Are there any limitations upon the kinds of legislation enacted during an extra session?
- c. Procedure in:
1. Presiding officers:
 - a. What is he called? Who held the positions in the last Legislature?
 - b. How is he chosen?
 - c. What are his chief duties?
 2. What other officers in each house are there? How are they chosen?
 3. Committees.
 - a. Give the names of the more important?

- b. How are they appointed?
 - c. What are their chief duties?
 - d. How are bills, etc., introduced?
 - e. Find and state the steps in the passage of a bill?
 - f. How are the rules of the two houses adopted? What matters are regulated by the rules?
 - g. Describe a day in the House; in the Senate. (Get first hand information, if possible. If members of the class cannot visit the legislature, invite a member of the legislature from your town to give a talk on the above topic.)
5. State judiciary, organization of.
- a. Supreme judicial court.
 - 1. Sessions: When and where held?
 - 2. Judges.
 - a. Number?
 - b. How are they appointed? (See diagram, p. 58.)
 - c. For what length of term are they appointed?
 - d. How may they be removed?
 - 3. What other officers assist in the work of the court?
 - b. Superior courts.
 - 1. In what counties are they held?
(1, 2, 3 as above.)
 - c. Justice of the Peace.
 - 1. What is their number in the state?
 - 2. Court. Where and when held?
 - 3. (See 1, 2, 3 as above.)
 - d. Trial justices.
 - 1. What is their number?
 - 2. Where located?
 - 3. What are their duties?
 - e. Notary publics. (1, 2, 3 as above.)

VII. Services rendered by state.

1. Control of social relations?
 - a. Marriage and divorce.
2. Education.
 - a. What state officers have charge of education?
 - b. What control has the state over:
 - a. Courses of study and grading?
 - b. Qualification of teachers?
 - c. Distribution of school funds?
 - c. What financial aid does the state give the public schools? Total amount last year? What is the source of such funds?
 - d. Relation of the state to:
 1. State university and normal schools.
 - a. Control over?
 - b. Financial aid?
 2. Other institutions of higher learning?
3. Health.
 - a. What state officers having to do with it?
 - b. Important legislation concerning:
 1. Pure foods and drugs.
 2. Pollution of rivers and streams.
 3. Protection of operatives in factories from dust, etc.
4. Charity and corrections.
 - a. Charity.
 1. How are dependent soldiers and sailors and their families cared for?
 2. Hospitals for the insane.
 - a. Where located? (Locate on map.)
 - b. How are they controlled and maintained?
 - c. Number of patients accommodated by each?
 - d. Who pays for the patient's support?
 - e. What officers have them in charge?
 3. What does the state do for the blind?

4. What institution has the state for the care of the deaf? Where located? How controlled? How maintained?
 5. Make a list of the private institutions performing services similar to the above. How does such service compare with that rendered by public institutions?
- b. Corrections.
1. What authorities in the state declare what constitute crimes?
 2. Purpose of correctional institutions:
 - a. Punish criminals.
 - b. Reform criminals. Classify state institutions dealing with crime under a and b.
 3. State prison.
 - a. Where located? Indicate on map.
 - b. Equipment, buildings, etc.?
 - c. Under whose supervision is it?
 - d. How are prisoners cared for?
 - e. What employment is given them?
 4. State control of county jails.
 - a. What authority does the state exercise over county jails?
 - b. Through what officers?
 5. State Reform School (for boys) and Maine Industrial School (for girls).
 - a. Where are they located? (Locate on map.)
 - b. When were they established? Why?
 - c. What equipment have they?
 - d. Under whose supervision are they?
 - e. Who may be committed to the schools?
 - f. What is the purpose of the schools? How is the purpose accomplished?

5. Control of business and industries.
 - a. Public utilities.
 1. What is a public utility? Name all you can.
 2. What control has the State of Maine over:
 - a. Chartering public utility corporations? How may a charter be secured? Give steps to be taken in securing a charter?
 - b. Regulations of service, equipment, etc.?
 - c. Rates charged for services?
 - d. Relation of a public utility corporation to local units of government?
 3. Maine's Public Utilities Commission.
 - (a) When established?
 - (b) How are its members chosen? Names of members?
 - (c) What are the chief services performed by the commission?
 - b. Private corporations.
 1. How may a private company be incorporated? Form of charter? From whom is the charter received? What steps are taken in securing it?
 2. Is it easier to secure a charter from Maine than from Massachusetts? New York? Why?
 3. Why do so many corporations outside of the state seek incorporation in Maine?
 4. What effect upon industrial development and industrial problems has Maine's policy regarding chartering outside corporations?
 5. Is there a corporation tax in Maine?
 6. What control has the state over a private corporation chartered by it?

- c. Labor legislation and control.
 - 1. Workmen's compensation?
 - 2. Minimum wage law?
 - 3. Child labor law?
 - 4. Number of hours per day on public works?
 - 5. Number of hours per day for women?
 - 6. Work at night?
 - 7. Laws concerning trade unions? By whom are such laws administered?
 - 8. What further laws are advocated regarding working men and women?
- d. Prohibition of traffic in intoxicating liquors.
 - 1. Date of first prohibitory law? Of constitutional amendment regarding prohibition?
 - 2. What means are provided for enforcing prohibitory legislation?
 - 3. What influence has the prohibition issue upon state politics?
- 6. Control of natural resources.
 - a. Make a list of Maine's natural resources, (timber, waterpower, etc).
 - b. What are their importance to her industrial life?
 - c. What is Maine's policy regarding the development of natural resources? To what extent are they developed?
 - d. Conservation of natural resources: Relation of conservation of water supply to the future of industrial development of the State? Relation of conservation of forests to water supply?
 - e. What, if anything, has the state done to keep the forest lands, etc., from falling into the hands of a few individuals?
 - f. To what extent are natural resources already monopolized?
 - g. What is the state doing to protect wild game and fish. (See game and fish laws).

- h. What is being done to protect the forests against moths? Potatoes against the scab, etc.?
- 7. Public improvements and public property.
 - a. Roads.
 - 1. Total mileage of state aid roads?
 - 2. Compare mileage and character of improved roads with those of neighboring states.
 - 3. How much state aid is given to the building of good roads?
 - 4. Why should the state aid in road making?
 - 5. Who makes the appropriations? How are they raised?
 - 6. Who supervises the distribution of the appropriation?
 - 7. Who supervises the expenditure of state funds for roads?
 - b. What other local improvements receive state aid?
 - c. Public property.
 - 1. Public buildings.
- 8. Fix qualifications for voting.
- 9. Create and safeguard personal and property rights.
- 10. Administration of justice.
 - a. Why is the administration of justice a state function?
 - b. Jurisdiction of the several grades of courts (for grades of courts see diagram, p. 58.)
 - c. Point out some way in which each court protects your interests.
 - d. Civil cases.
 - 1. What is the difference between civil cases and criminal cases?
 - 2. Procedure in civil cases.
 - a. Parties to suit: plaintiff; defendant. Define the terms.
 - b. What is the first step in a civil case?

- c. Second step: writ summoning the defendant. What is the form of the writ? By whom issued? By whom served?
- e. Pleading.
 - 1. Declaration made by the plaintiff?
 - 2. Answer made by the defendant. In what form and by whom are (1) and (2) made?
- f. Trial.
 - 1. What part has the judge in conducting the trial?
 - 2. Who determines whether the trial is before a judge or before a jury?
 - 3. If before a jury.
 - a. How and by whom is a jury drawn?
 - b. Number in jury?
 - c. Name of trial jury?
 - d. Who has charge of the jury during the trial?
 - 4. Verdict.
 - a. By unanimous or majority vote of jury?
 - b. Describe the manner in which a jury comes to a decision.
 - c. By whom and in what form is the verdict announced?
 - 5. How and by whom is the verdict of the jury enforced?
 - 6. What are the duties of the sheriff during a trial?
 - 7. How are witnesses summoned and forced to testify? What is the form of the oath taken?
 - 8. By whom is the record of the trial kept?
- g. Upon what grounds may an appeal from the verdict be taken? By whom granted or denied? To what court may the case be carried?

h. Criminal cases.

1. What is crime? Who in the state determines what acts shall be deemed crimes?
2. Procedure in criminal cases?
 - a. Arrest—by whom may an arrest be made? May an arrest be made without a warrant? Get a copy of a warrant. Note the form. By whom is the warrant issued? To whom is it returned?
 - b. Persons accused of minor crimes or offences are tried in what courts?
 - c. Preliminary hearing (in case of a graver offense).
 - a. Before whom?
 - b. What is a “writ of habeas corpus?”
 - c. What is “bail?” When is it allowed?
 - d. Indictment by “grand jury.”
 - a. Number of members of a grand jury?
 - b. How is a grand jury drawn?
 - c. How does it differ from a “traverse” jury?
 - d. What is the indictment? What is its effect? Its form? (Get a copy.)
 - e. Trial
 1. Who conducts the prosecution?
 2. Who defends the accused in case he is too poor to pay a lawyer?
 3. Jury (See 3 under e under civil cases.)
 4. Plea of the accused.

5. Giving of evidence.
 - (a) How are witnesses summoned?
 - (b) Oath taken by witness?
6. Argument of counsel.
7. Judge's charge to jury:
 1. What is its purpose and nature?
 2. Effect upon the jury's decision?
8. Verdict. Is an unanimous vote of jury required? What is the result of a disagreement among the jurors?
9. Sentence: Determined by the judge or by the jury? How given?
10. In case of conviction, by whom is the judgment executed?
- f. Appeal:
 1. Upon what grounds?
 2. Granted by whom?
 3. What action may be taken by the supreme court concerning the case?
- i. How and under what condition may cases be appealed from the supreme court of the state to the supreme court of the United States?
- j. What is the "law court" in Maine? What services are performed by it?
11. Defense. [Against foreign invasion and internal disorder.]
 - a. Militia.
 1. Who are subject to military service? Who are exempt?
 2. How, when, and by whom are persons enrolled for possible military service? Where and by whom are the lists of the enrolled kept?

3. National Guard.
 - a. What is it?
 - b. When first organized?
 - c. Enlistment:
 1. How may one enlist?
 2. Qualifications?
 3. What is the length of the term of enlistment?
 4. What is the age limit for enlistment?
 - d. Organization of the National Guard:
 1. What are its units called? (Company, etc.) Number in each?
 2. What are the kinds of units? (Artillery etc.)
 3. Give the names of the officers. How are they appointed?
 - e. Equipment:
 1. Drill room and armory.
 2. Arms, etc.
 - f. Discipline and martial law.
 - g. What services are rendered by the National Guard?

Sources of information.

1. Constitution of the State of Maine.
2. Revised Statutes.
3. Acts and Resolves of the Legislature.
4. Journals of the House and Senate of the Maine Legislature.
5. Rules of the House and Senate (in House and Senate Journals.)
6. Maine Reports (Cases determined in the Supreme Judicial Court.)
7. State Superintendent of Schools, Report of.
8. State Board of Charities and Corrections, Report of.
9. State Board of Health, Report of.

10. Board of Trustees and Officers of the Juvenile Institutions of Maine, Report of.
11. Maine State Prison, Reports of Inspector, Wardens.
12. Augusta and Bangor State Hospitals, Reports of.
13. Public Utilities Commission. Report of.
14. Department of Labor and Industry Report of.
15. Adjutant General, Report of.
16. Health, H. M. Maine Corporation Law.
17. MacDonald, Wm. The Government of Maine.

VIII. How the services of the state are paid for.

1. Which of the following forms of taxation are used in Maine?
 - a. Personal property tax?
 - b. Tax on real estate?
 - c. Income tax?
 - d. Corporation tax?
 - e. Inheritance tax?
2. Is it possible to classify property for purpose of taxation, so that different rates may be made for different kinds of property?
3. Are mortgages taxed?
4. What kinds of property are exempted from taxation in Maine.
5. Who assesses property for taxation? Who collects taxes? With what state officer are taxes deposited?
6. What other sources of revenue has the state?
7. How may money be drawn from state treasury?
8. Is there a uniform system of accounting among the several state departments?
9. Who audits the accounts of the state departments?
10. How may the state borrow money? Is there a state debt limit? What is the present state debt? For what was it incurred? What provisions are made for paying it off? Compare amount with that of some other state.
11. What was the total income of the state last year?
12. What was the total expenditure of the state last year?

13. Show by diagram distribution of state expenditures. (For form see p. 27.)

Sources of information.

1. State Treasurer, Reports of.
2. Special Tax Commission of 1908, Report of.
3. Commissioner of Corporations, Report of.
4. Acts and Resolves of Legislature of Maine.
5. Revised Statutes of Maine.
6. Board of State Assessors, Report of.

NATION.

I. Population.

- a. Total 1910? Increase over 1900?
- b. Per cent. of native born? Foreign born? Of foreign born parents?
- c. How many immigrants come to United States last year? From what countries? What are some of the causes of their coming?

II. Constitution.

Should be studied in connection with American History.
(See outline in American History Course.)

III. Government, organization of.

1. Diagram.

- b. Fill out blanks and add others. Complete the diagram.

IV. How offices are filled.

1. Elective.

a. Representative to Congress.

1. How are nominations made?
2. What provisions in the federal constitution and federal laws govern elections
 - a. Date of elections?
 - b. Place of holding elections?
 - c. Other provisions?
2. State laws relative to forming of Congressional districts.
3. Draw a map of the Congressional districts of Maine.

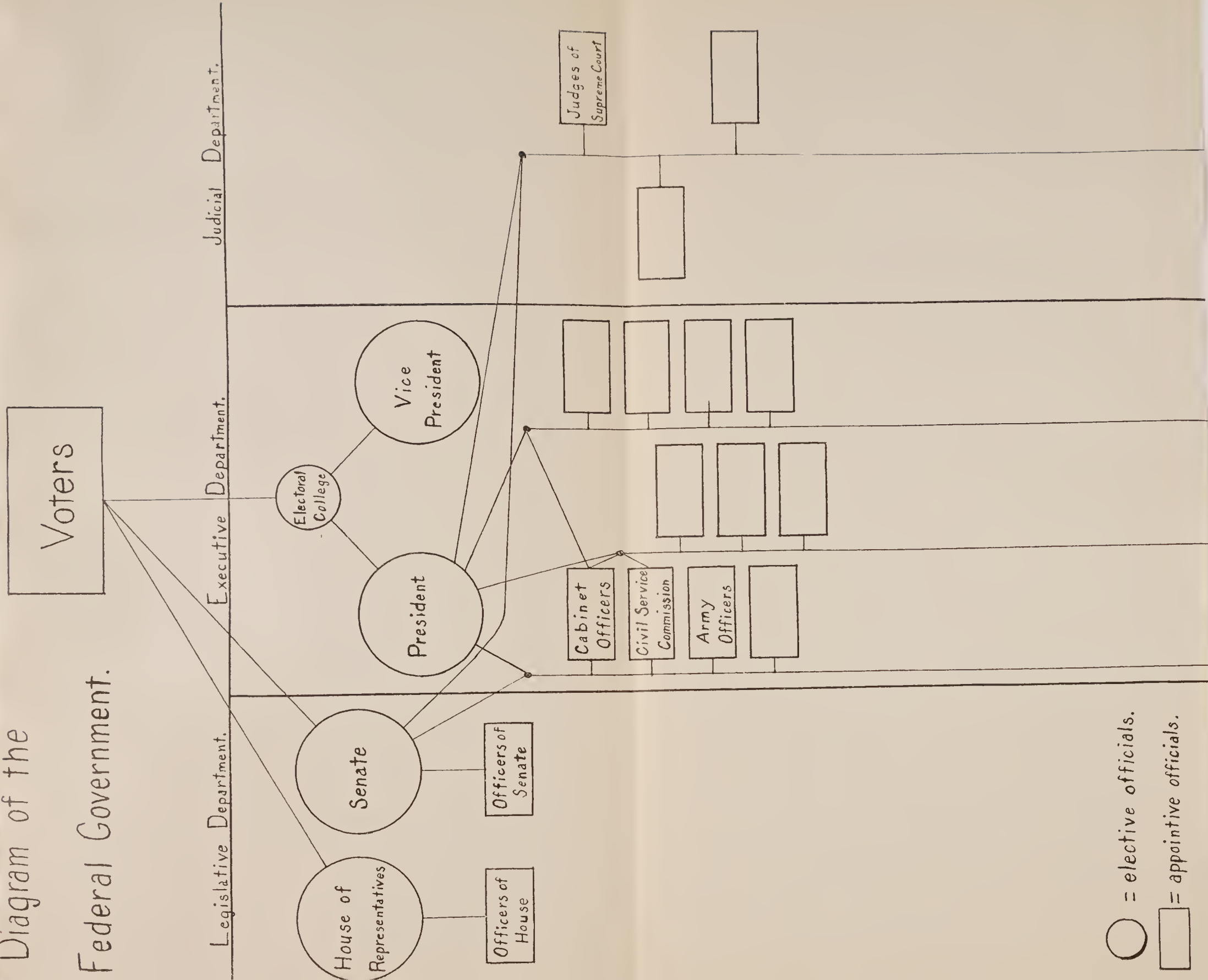
b. Senate.

1. Earlier method of electing Senators?

2. Present method of electing Senators?
Why the change?
3. Date of elections? (See 1 and 2 under c below.)
- c. President and Vice-president.
 1. How nominated:
 - a. National party conventions.
 1. How called?
 2. What are the rules regulating representation in the national conventions?
 3. Describe proceedings of the conventions.
 - b. Presidential direct primaries:
 1. When first used?
 2. Arguments for and against?
 2. Campaign.
 - a. Organization of national political parties.
 - b. How are the expenses of campaigns and of the party organization paid?
 - c. What national legislation is there relative to campaign contributions?
2. Appointive positions. (See diagram p. 85.)
 1. By President and Senate?
 2. By President (through cabinet)?
 3. Civil service commission and classified service.
 - a. When was Civil Service Commission created? Why?
 - b. Proportion of civil service under classified list?
 4. Unclassified service.
 - a. Kinds of positions under unclassified service?
 - b. Proportion of civil service unclassified?
- V. Service rendered by United States.
 1. Postal service.

Diagram of the

Federal Government.



2. Rivers—harbors. Improvement of highways. Is the National Government doing anything to improve Maine roads?
3. Health.
 - a. Pure food and drugs.
 - b. Quarantine, etc.
4. Industries and labor.
 - a. Department of commerce.
 - b. Power over inter-state commerce.
 - c. Regulation of railroad rates.
 - d. Department of labor.
 - e. Labor legislation.
 - f. Regulation of trusts.
 - g. Public lands.
 - h. Irrigation.
 - i. Agricultural colleges.
 - j. Immigration.
 - k. Protective tariff.
5. Conservation of natural resources.
6. National defense.
 - (a) Army.
 - (b) Navy.
7. Relations with foreign countries.
8. Coinage and banking.
9. Determining disputes between states, etc.

VI. How services are paid for.

1. Taxation.
 - a. Forms of federal taxation.
 1. Direct taxes. (Kinds of?)
 2. Indirect taxes. (Kinds of?)
 Classify different kinds of taxes under a and b.
 - b. Limits upon taxing power of congress.
 - c. How are the different forms of taxes assessed? How are they collected?
 - d. Who votes the appropriations?
 - e. Who oversees the expending of the appropriations?
2. Sources of revenue other than taxation?

3. Total revenue last year?
 4. Total expenditures last year?
- Sources of information.
1. Bryce, James, American Commonwealth, 2 vols., Macmillan Company, New York, 1910. New edition. (Or abridged edition, 1 vol.)
 2. Beard, C. A., American Government and Politics, Macmillan Company, New York, 1914.
 3. Woodburn, James A., American Republic, Putnam's, New York, 1903.
 4. Among the more valuable textbooks on civics the following should be named:

Beard, C. A. and M. R., American Citizenship, Macmillan Company, New York.

Forman, S. E., The American Republic, Century Company, New York.

Guitteau, W. B., Government and Politics in the United States, Houghton Mifflin Company, Boston.

Guitteau, W. B., Preparing for Citizenship, Houghton Mifflin Company, Boston.

Dunn, W. A., Community and Citizen, D. C. Heath & Co., Boston.

Boynton, F. D., School Civics, Ginn & Co., Boston.

Hill, Mabel, Lessons for Junior Citizens, Ginn & Co., Boston.

NOTE: Use should be made of the reports of the various administrative departments of the United States Government.

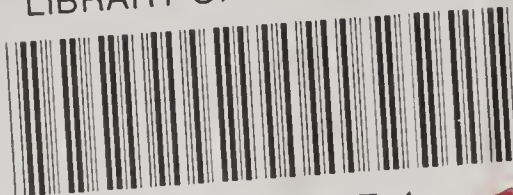
ERRATA.

Page 15, line 32, instead of "Indian schools," read "Indiana schools."

Page 48, line 30, instead of "man" read "men."

Page 55, line 11, instead of "Abbott, S. C.," read "Abbott, J. S. C.;" line 20, instead of "Sylvester, H. M. S.," read "Sylvester, H. M."

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